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The Spectator

Winter Magazine

JANUARY 1986

SPORTS AT HAMILTON: Why are we winning?

The Hamilton College Spectator
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COVER PHOTO: Steve Charzuk

What's Inside

The Spectator Winter Magazine

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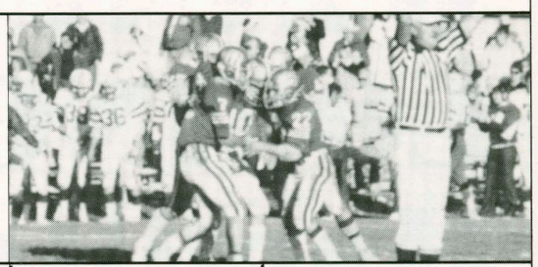
Sports, Winning, and Hamilton

by John Hinge, Chris Testa, and David Zucker

As the College anticipates completion of a new astro-turf field, all-weather track and swimming pool, the number of varsity teams posting winning seasons has increased dramatically. While many in the campus community welcome this improvement in caliber, especially after a decade and a half of losing football seasons, some serious questions arise as a result of the trend. 2

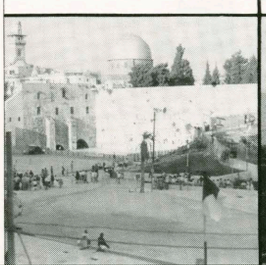


Hamiltonians go abroad!

Three personal accounts by Abby Lattes, Monique Lui and Adam Wergeles

The junior-year-abroad program continues to increase in popularity each year. In this issue, three juniors who spent the fall in foreign lands share their experiences. Monique Lui spent her semester in Taiwan, Abby Lattes writes in from Nepal, and Adam Wergeles describes life in Israel. 22

Israel



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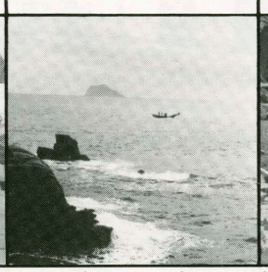

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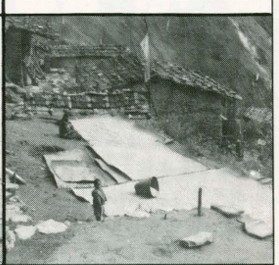
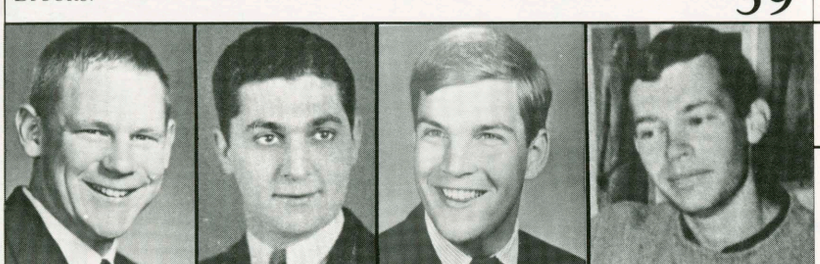


Do you know these men?

by Kanchalee Svetvilas

They may look like typical Hamilton students of days gone by. Not so: each of the men pictured below has distinguished himself in a major way. From left to right, Michael Castle, Sol Linowitz, Barrett Seaman, and Terry Brooks. 39



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About the Writers

Chris Testa, a senior, has worked as sports editor for *The Spectator* since last February. Senior **Dave Zucker** has contributed numerous articles in both sports and news throughout his years at Hamilton, joining the staff as sports editor last fall. **John Hinge**, currently a junior, has held various positions on *The Spectator*, including copy editor, news editor, and most recently, managing editor. Sophomore **John Kirsch** wrote frequently for *the Spectator* last Spring and worked as features editor in the fall. **Michele Mang** has contributed numerous news and features articles during her two years at Hamilton. Sophomore **Tom Kuck** joined *the Spectator* staff as features editor last fall and will be assuming the responsibilities of rently spending his junior year with the Hebrew University of Jerusalem, has held several *Spectator* posts, including copy editor and managing editor. Junior **Abby Lattes** makes her *Spectator* debut in this issue with an account of her travels with the "Experiment in International Living" program in Nepal. **Monique Lui**, who served as photo editor last spring, reflects on her experiences in Taiwan with the University of Wisconsin at Stevens Point. **Jean Leverich**, a junior, has frequently written articles for *the Spectator* on music at Hamilton. **Kanchalee Svetvilas** has written continually for *the Spectator* during her two years at Hamilton, and she will join the editorial staff in the spring.

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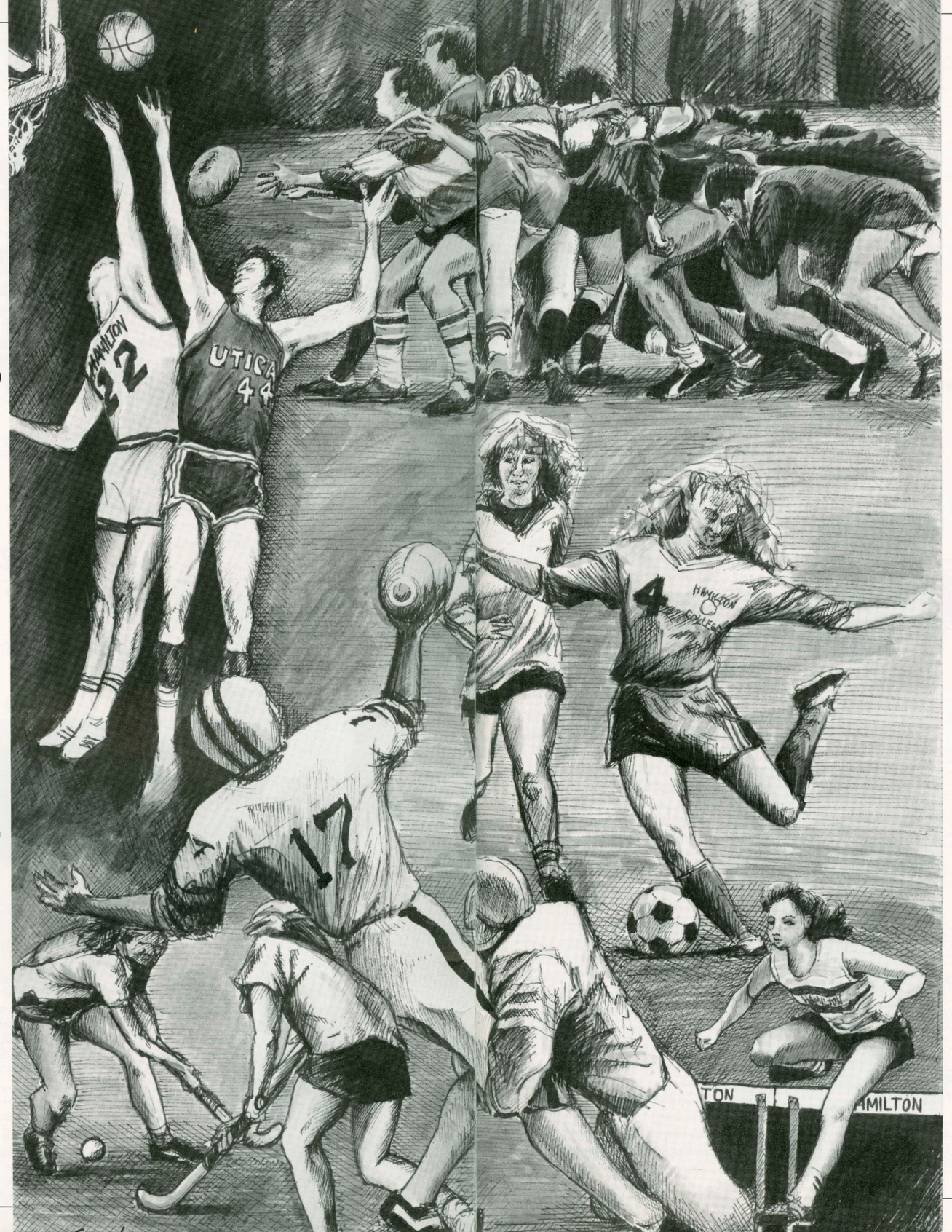
Cover Story:

SPORTS, WINNING, LOSING & Hamilton's FUTURE

"Does the emphasis on improving facilities at Hamilton constitute public relations work or a sincere and meaningful attempt to improve the campus environment?"

by John Hinge, Chris Testa and David Zucker



With the belated completion of the William Deloss Love field and the construction of a new swimming pool, Hamilton College will possess greatly improved athletic facilities. Concurrent with this expansion of facilities has come a gradual yet steady increase in the success of the varsity sports, culminating this fall in the unprecedented achievement of all teams having finished their seasons winning at least half of their matches. Similarly, in the seven years since the merger of Hamilton and Kirkland, the number of women's sports offered on the varsity level has exploded from three to twelve.

Some questions

The heightened level of athletic performance, however, has intensified the debate over a possible clash between winning percentage and academic norms. In the midst of this debate, head football coach Steve Frank charges "I can consistently win within the standards of Hamilton College", whereas Comparative Literature Professor Peter Rabinowitz counters, "I think the College should abolish intercollegiate football".

Although there has been some question as to the necessity of an astro-turf field, few doubt that the upgraded athletic facilities will add to the attractiveness of the school. With such improvements, several questions suggest themselves: Does the emphasis on improving facilities at Hamilton constitute public relations work or a sincere and meaningful attempt to improve the campus environment? Will the money spent on facilities translate into a greater ability to attract higher caliber students and increased success among the various sports? And will the increased emphasis on athletics have a detrimental effect on Hamilton's academic and intellectual standards?

John Webber, Assistant Director of Communications and Sports Information Director, feels that "the building of new facilities is just part of the renovation of the school to keep Hamilton competitive in all aspects of college life." This ongoing process of renovation and construction of athletic facilities has occurred since the small wooden building designated as the gymnasium, standing on the present site of Root Hall, was replaced by the remodeled Middle College Hall in 1891. Upon the completion of the Alumni Gym fifty years later, Middle College was renovated into Kirkland Dormitory.

With the completion of the Margaret Bundy Scott Field House and associated renovations of the Alumni Gym in 1978, the athletic facilities saw the first facelift in almost 40 years. But the pace for improvement is today quite frenetic with the completion of the Love Field and track set for mid-spring 1986 and construction of the swimming pool slated to being in 1987. Such improvement, according to Professor of Philosophy Robert Simon, is important. Simon, a noted writer on athletics, states "No college will attract students if it looks like its facilities are obsolete." Although Simon feels that efforts should be concentrated on "educational facilities first and foremost," he notes, "If students with an interest in athletics are choosing between comparable schools, they'll look at the athletic facilities as well as educational facilities."

Dean of Students Jane Jervis expresses similar opinions. More than simply making the school appear in a certain light, Jervis points out, it is a necessity to "maintain facilities to keep Hamilton as a competitive, attractive campus." Athletic participation, whether it be on the club, intramural, or intercollegiate level, "is important in the idea of a sound mind and a sound body," the dean notes. "It's a way to learn to work with people and a way to have fun."

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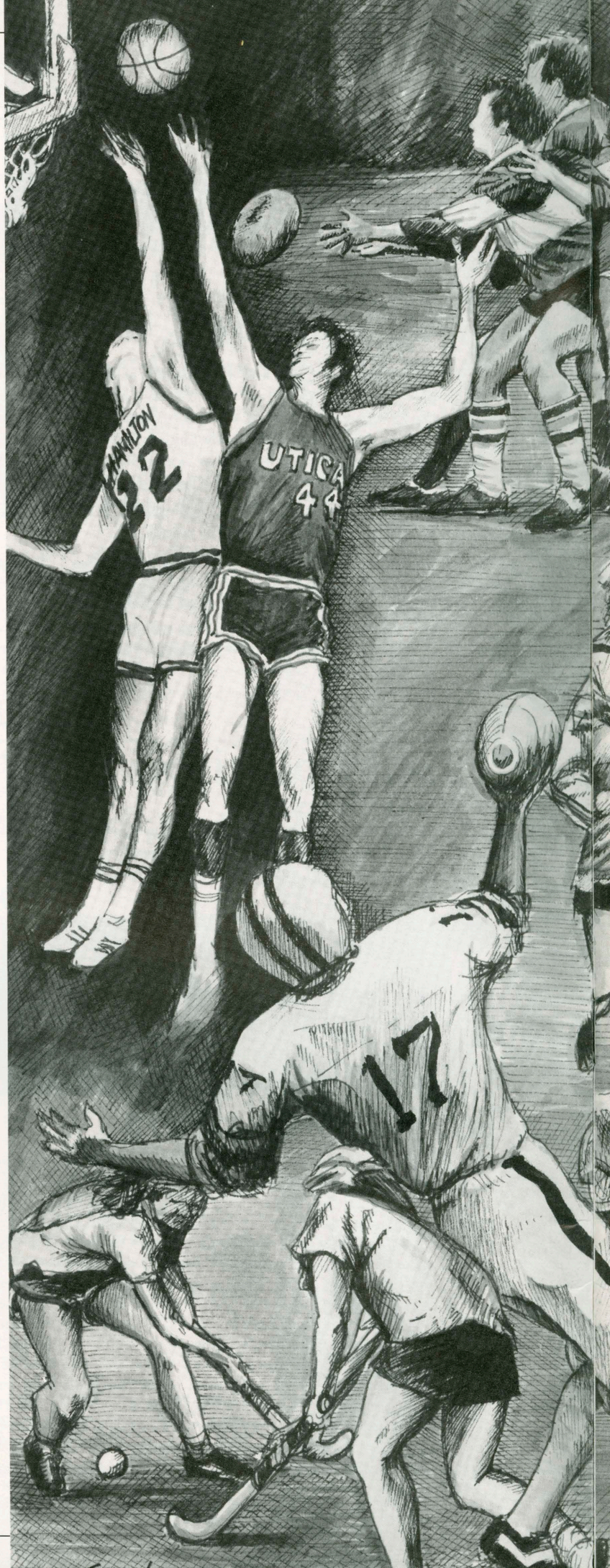

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athletic programs at Hamilton are "not big time sports, and never will be," especially when compared to the behemoth programs of an Oklahoma, Texas, or USC. Sports at Hamilton are intended primarily to round out and complete a liberal arts education. Gene Long, track coach and former athletic director, emphasizes that "the body is an integrated unit. With the exclusion of any of its components comes a failure of the whole."

The Foundations of Hamilton Athletics

In order to make each student more aware of his or her body, Long implemented the present physical education program. Consisting of the physical fitness test, which all Hamilton students must complete, and the program of lifetime "carry-over" sports, such as tennis, golf, and racquetball, Long's program has remained the foundation upon which the school's athletic programs have been built. So successful was this foundation that James A. Michener was prompted to write in his book *Sports in America* that Hamilton's athletic program "seemed to me to be exactly what I would sponsor if I were president of a small college." Of the program, Michener notes, "These requirements seem reasonable. Many students, I am sure, would protest, but I really wonder if a young man is ready for hard intellectual work if his body is in such poor shape that he cannot pass such tests."

In addition to the "carry-over" sports, intramural and intercollegiate sports provide another avenue for athletic activity. Murphy notes, "Our sports program is important because it has something for everybody." The intercollegiate program, the highest rung of the athletic ladder, involves some 35 percent of the campus population. Although athletics are accepted as being within the ideals of a liberal arts education, intercollegiate sports remain an aside in the educational process at Hamilton, rather than the other way around. Murphy says that the benefits of Division III level athletics fit neatly into the liberal arts ideal: "Sports help people to reach their individual potential as athletes and students. I want a field hockey player to do as well as she can in Professor Raybeck's anthropology class and I hope that he wishes the best for her on the hockey field."

According to Long, athletics in school provide a release from the every-day pressures of work and campus life. He stresses the importance of being able to "beat a squash ball against a wall or play a game of basketball and find mental relief." He believes that the Athletic Department is better prepared to help the student find relief than it was fifteen years ago, citing the presence of "greater depth" in both facilities and faculty when compared to the earlier period.

Murphy also feels that sports help to develop trust by forcing participants to depend on others, something that the classroom cannot teach. Dan Chambliss, sociology professor, assistant swim coach, and adviser to the United States Olympic Swim Team, echoes this sentiment by saying, "Sports can help people learn how to do well at something, and they provide a way of learning self-discipline.

The Growth of Women's Sports

When Kirkland College opened in 1968, no women's athletic program of any kind was offered. Today, seven years after the merger of Hamilton and Kirkland, women's sports have nearly achieved parity with the men's programs; on the varsity level, twelve sports are offered for women and thirteen for men.

Comfort Richardson, Professor Emeritus of Physical Education, states "Kirkland did not believe in having any organized athletic endeavors." Although Kirkland initially planned to have no athletic program at all, student interest soon prompted the administration to start a limited athletic program: "by the spring of 1969, I was hired to run an athletic program," Richardson notes. Although, according to Richardson, "we had no facilities, so everything had to be borrowed from Hamilton," three intercollegiate sports: tennis, lacrosse, and field hockey were offered by 1975. The growth of the athletic program at Kirkland was paralleled by the growth of women's sports at nearby colleges, including Colgate, R.I.T., Eisenhower, and Hobert/William Smith, so that the teams could compete on a comparable level.

In addition to the varsity-level intercollegiate sports, clubs were organized in swimming, basketball, ice hockey, and sailing. Through the efforts of Sue Spencer, who coached many of the intercollegiate sports, instruction was offered in judo and fencing, while jitneys made runs to two local riding stables and a ski area. By the late 1970's, Kirkland's athletic program saw participation "by over 300 students, over half of the student population," Richardson states.

Since the merger of Hamilton

and Kirkland, many of the Kirkland era club sports have gone varsity. As Richardson puts it, "the program really exploded beginning in 1978." Basketball and soccer attained varsity status within two years after the merger, while varsity cross-country and track programs were added coordinately to the men's teams.

Geri Knortz, Assistant Athletic Director and Director of Club Sports, states, "I was hired in 1982 to develop women's volleyball and softball teams." Under Knortz's direction, softball and volleyball operated as club sports for two and three years respectively, after which they attained varsity status. The club sport program, according to Knortz, was "really drawn up for the orderly evolution of sports at Hamilton." Since the offerings of women's sports have reached a level comparable to the men's offerings, however, the club process is now being applied for the evolution of new men's sports as well. The men's squash team was recently advanced from club to varsity level, and both men's volleyball and crew have expressed an interest in eventually moving from their present club status to the varsity level.

Both Richardson and Knortz are quite satisfied with the growth of women's sports. Although Knortz points out that the number of women's JV teams (2--field hockey and lacrosse) is still far below the number of men's JV squads (6--football, soccer, basketball, ice hockey, lacrosse, and tennis), Richardson comments, "Basically I think the program has come a heck of a long way since 1978; I think it's astonishing the quality we have managed to produce in our intercollegiate teams." This program's continued success is exemplified by the field hockey team's yearly trip to the New York State Division III Championships.

The Recruiting Process

"In the very recent past we've seen a great increase in the caliber of team and recreation sports," says Gene Long. According to Dean of Admissions Doug Thompson, this increase in caliber is not due to any reduction in admissions standards or change in policy: "We don't treat athletes any differently from anyone else in the admissions process. Athletics aren't more than of second importance; the emphasis is on academic grounds."

Several professors who have had dealings with the admissions process have different feelings, charging that the increased caliber of sports teams, especially football, has not come without cost to admissions standards. Austin Briggs, Professor of English, states, "The year before last, when I was on the Admissions Committee, I was surprised at how much time was spent discussing football players as football players. It didn't seem to me that in any other sport did this come into our deliberations." Saying "if you're a woman, it's unlikely that you're a football player," Briggs indicated that stress on football in admissions can lead to a kind of sex discrimination. In the admissions process, Briggs explains, there are "clear accepts" and "clear rejects" at each end of the applicant pool. Potential contributions to the campus, then, are most significant for the vast number of applicants in the region between these extremes, Briggs notes; among such applicants, athletic ability can often play a decisive role. Peter Rabinowitz, Professor of Comparative Literature, said of his experience on the Admissions Policy Committee that "between 10 and 15 percent of the entering male freshman class is brought in to play football." Rabinowitz notes, the resulting bias in admissions "means a lot to someone who is wait-list material."

Opinions vary on the importance that athletic ability should play in the admissions process. Dean Jervis comments, "There are people here who believe that we shouldn't take athletic ability into account in the admission decision, but I wouldn't like to see a campus where there were no hockey or football players." Simon elaborates on this point, saying, "I do believe we should let athletic ability be a factor in admissions, but the question is how much."

In order to remain competitive in a dwindling applicant pool, many believe that efforts to attract high-quality student athletes should be stepped up. The *Hamilton College Sports Guide* was created in such a spirit; John Webber, responsible for its publication, affirmed that its main purpose is to attract students who have a high degree of interest in sports, in addition to a desire to attend a school whose reputation was inspired mainly by academic excellence. Head football Coach Steve Frank points out a disturbing paradox in the existing administrative policy: "The school really does not want to recruit, yet they want us to get better student-athletes. Right now, schools like Amherst, Williams, and Trinity probably get the majority of the best student-athletes that Hamilton is in the running for." Should Hamilton strive to attract better student-athletes and compete against these schools? "I don't see anything wrong with Hamilton going out and recruiting the best student-athletes," says Frank.

"Since recruiting is so important, winning can *breed* winning"
— Steve Frank

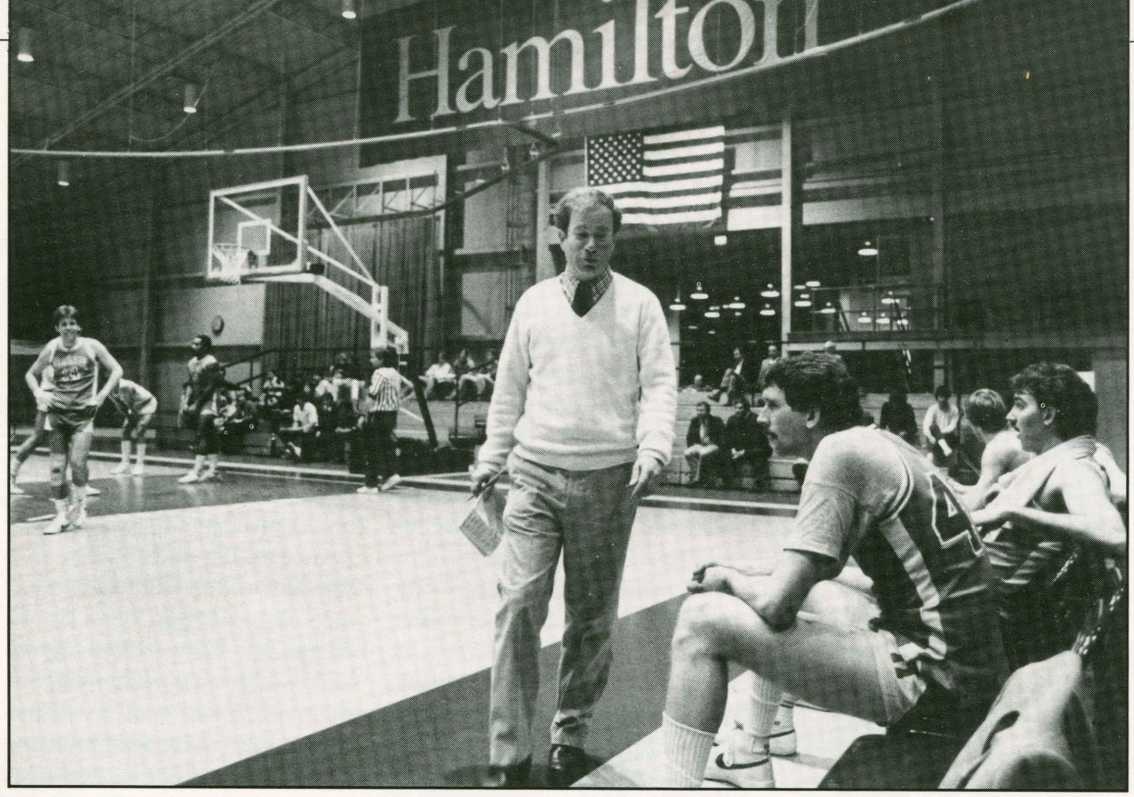
Hamilton football has often been criticized for not getting the quality student-athletes that other teams have gotten. Obviously, the weakness of the football program in recent years did not help. "Not only was it embarrassing for both the team and the school to lose by scores of 48-0 every week several years ago, but it was dangerous. We were risking the kids' health by putting them out there when they had no chance of winning," states Tom Murphy. Professor Chambliss reiterates this point: "The worst thing in the world is to go out and be publicly humiliated week after week."

Frank hopes that the football program's success during the past two years will attract higher quality players to Hamilton, in turn strengthening the program for the future. "All things are not equal in college football," Frank states. "Since recruiting is so important, winning can breed winning."

Hamilton's basketball team seems to many an example of a program which has developed the momentum of Frank's description.

Tom Murphy recounts how, in his first few years as coach of the basketball team at Hamilton, "we lost badly. But after we turned the corner and started winning it was easier to attract players who were good students as well as good athletes." Through this turnaround, the basketball program has been a winner both on the court and in the classroom. Not only has the team achieved a winning percentage (second, in all divisions, only to the University of North Carolina, prompting CBS Sports to produce and air a short documentary on the program in the winter of 1984), but in addition, Murphy states, "over the last several years the teams have consistently earned academic averages higher than that of the campus average."

Because of this experience, Murphy believes that "a quality student-athlete wants to go to a



school with a good program." Robert Simon echoes this sentiment, saying, "If the athletic programs are good, students who might otherwise go to a Williams or Amherst will choose Hamilton."

Can this relation between athletic and academic success work for the football team? According to Peter Rabinowitz, a study by the Admissions Policy Committee showed that "something like 65 to 70 percent of the football team falls into something like the lower third of the academic scale." Rabinowitz stresses that "individually, many of the football players are excellent students," but he notes, "It is obvious that more of the football team is at the bottom of the class." Because of the large number of players needed to support a football program, in relation to Hamilton's relatively small enrollment, he notes "I think Hamilton is simply too small a school to support a football program." James Michener, in his aforementioned book published in 1976, wrote of the College, "Football presents a special problem, for barely enough men come out to field a proper team with the necessary depth."

Because of the possible trade-off between athletics and academics, some question how earnest the adminstration is in its efforts to improve programs. Gene Long feels that "there is a sense of being afraid that if you win too much, it'll be dangerous," although "the administration is pro-intercollegiate sports." It appears as though the administration feels it is difficult to marry winning athletics and successful academics among the team sports. Dean Jervis comments, "It is much easier to keep your balance when you have a losing season."

Tom Murphy responds that "There's nothing wrong with fulfilling your potential." He feels that there is an idea of too much emphasis being placed on high-visibility sports--that the money and time spent on basketball, football, and ice hockey could be better applied somewhere else. Austin Briggs, commenting on the "mass of young men coming in year after year to support a winning team," notes, "If we talk about football, we have to ask 'are there better ways in which those resources could be used?'" Similarly, Peter Rabinowitz estimates, "If they (the administration) eliminated football, there would be four or five faculty positions they could fill." Steve Frank, however, states that football and the other high-visibility sports "unite the campus," provide "good advertising for the school," and "give a sense of pride for alumni and the campus as a whole."

Changes in Coaching Staff

One of the most significant yet least noticeable changes which the Athletic Department has seen is the improvement of the coaching staff. Dan Chambliss feels that "Good coaches are by far the most important aspect of a successful program." Murphy emphasizes this idea, saying "You can have the best track, gym, and fields in the world, but it won't amount to anything without good staff." He feels that the coaching staff is extremely strong and is impressed by their singular attention to the need of students.

The adaptability and flexibility of the staff plays a big role in the trend toward athletic specialization. Members of the coachng staff must at once keep current with advances in their respective sports while devoting themselves to Hamilton's ideals of physical education and carry-over sports. Gene Long describes the structure of the Athletic Department in the form of a triangle. The base of the triangle houses the physical education classes, involving all students. The mid-section of the triangle, somewhat smaller than the base, houses the Department's continued interest in club and intramural sports. The uppermost portion of the triangle contains intercollegiate sports, in which the coaching staff spends the majority of its time.

Long is beginning to see a conflict between the time the coaches teach athletics in gym class and the ever-increasing time spent on attracting athletes and coaching. Long states emphatically that "Coaches don't only coach on the intercollegiate level; everyone has their duty teaching phys. ed. as well." The amount of time expected of the coaching staff continually mounts, especially as expectations rise as a result of the recent improved performance in so many sports. He feels that "the time constraints of recruiting take away from teaching time. Coaches may start to cheat out of teaching to concentrate on their own sport." Long feels that if such "cheating" occurs, the whole structure of Hamilton athletics will be "destroyed," as coaches then would soon specialize in one area, belonging to either an intercollegiate, intramural, or physical education department.

Long also notes, with some regret, that there is a trend toward increased specialization in one particular sport: "We see fewer and fewer students who cross over to other sports once their seasons are done. But this phenomenon does contribute to a higher caliber athlete in one

sport." Therefore, Simon observes, "Division III as a whole has gotten much better."

The Question of Tenure for Coaches

The policy of granting tenure to athletic coaches has been a matter of debate recently. As President J. Martin Carovano explains, "I initiated this discussion, which began several years ago, by indicating that I was troubled by the policy of granting tenure to members of the physical education department. The matter has been discussed off and on for several years, and at one time, the faculty adopted a motion expressing support for continuation of our present policy."

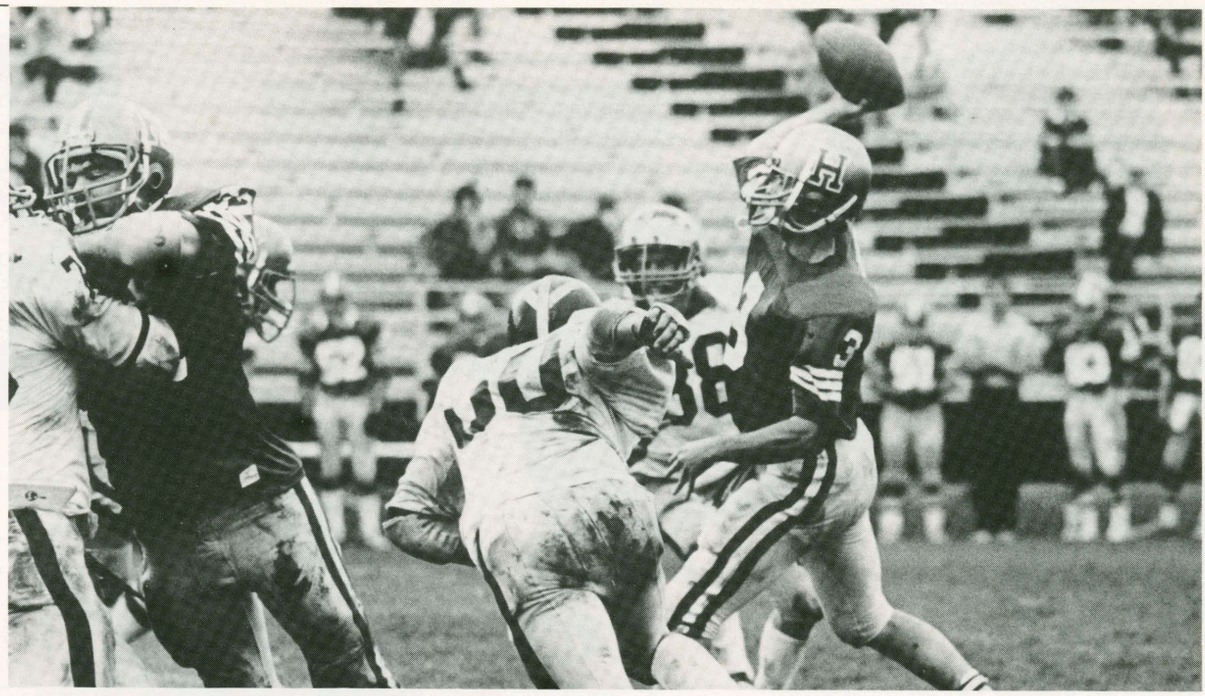
According to Robert Simon, the debate arose over a concern that "the physical education people don't have the same concern for scholarship." Simon himself, however, feels that the present policy of tenure should be continued: "I think it's important that physical education be part of the educational process at Hamilton and that physical education professors be viewed as teachers in order to keep this idea emphasized."

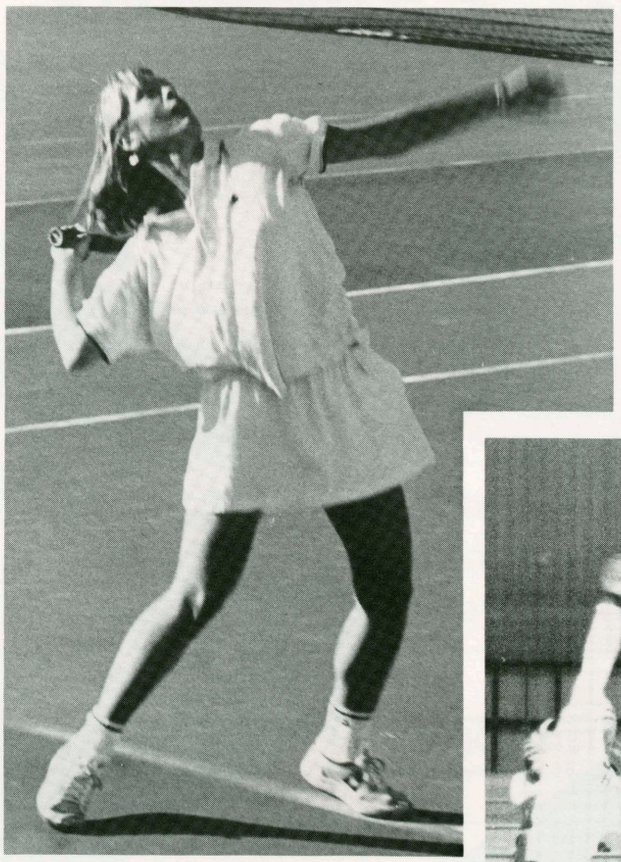
Peter Rabinowitz also noted that "the college's decision (to question the tenure policy) came at the moment when the first women were coming up for tenure." Comfort Richardson expressed similar concern, saying "there is not a tenured woman on the staff."

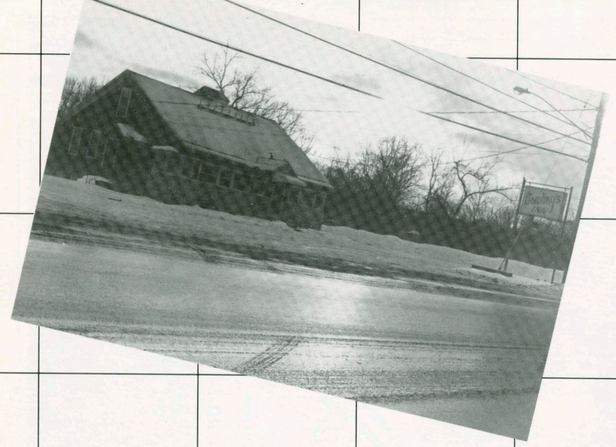
What can we expect?

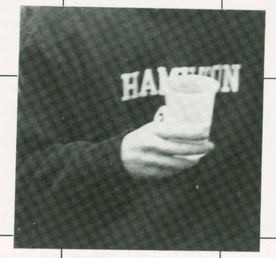
The face of Hamilton's athletic programs is clearly undergoing major changes—changes which may have a profound impact on the *role* of sports at Hamilton. With the impending completion of the Love Field and Track, the expansion of Women's sports, and the overall improvement in athletic caliber, the college appears to be making strong efforts to increase its competitiveness. Whether this facelift will have negative or positive effects on the school as a whole, though, remains anyone's guess.

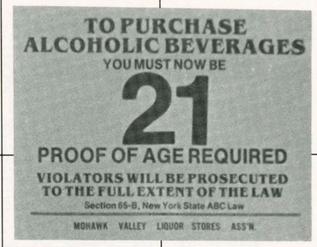
(photos pages 4-5 clockwise from the top): Crotty throws a bomb; Football Coach Steve Frank; Varsity volleyball smash. (pages 6-7): Professor Robert Simon; Dean of Students, Jane L. Jervis. (opposite)*Spectator* file photo collage.







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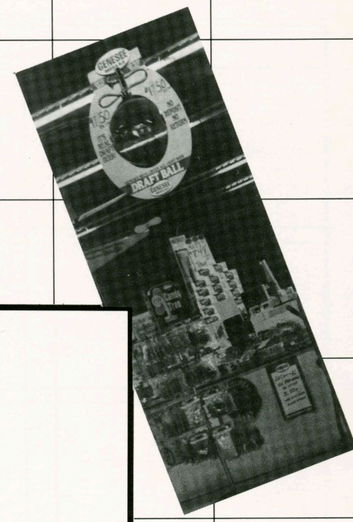

College Drinking

With the new drinking law, Hamiltonians are forced to adjust their habits, attitudes and lifestyles. Where will it lead? What's in store for the Hamilton social scene? Also, on page 13, a special report on alcoholism and ways to deal with it.

by J.B. KIRSCH

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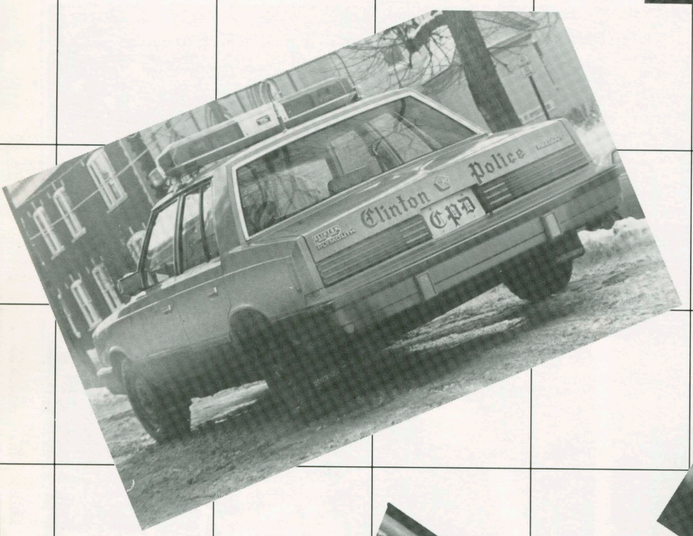

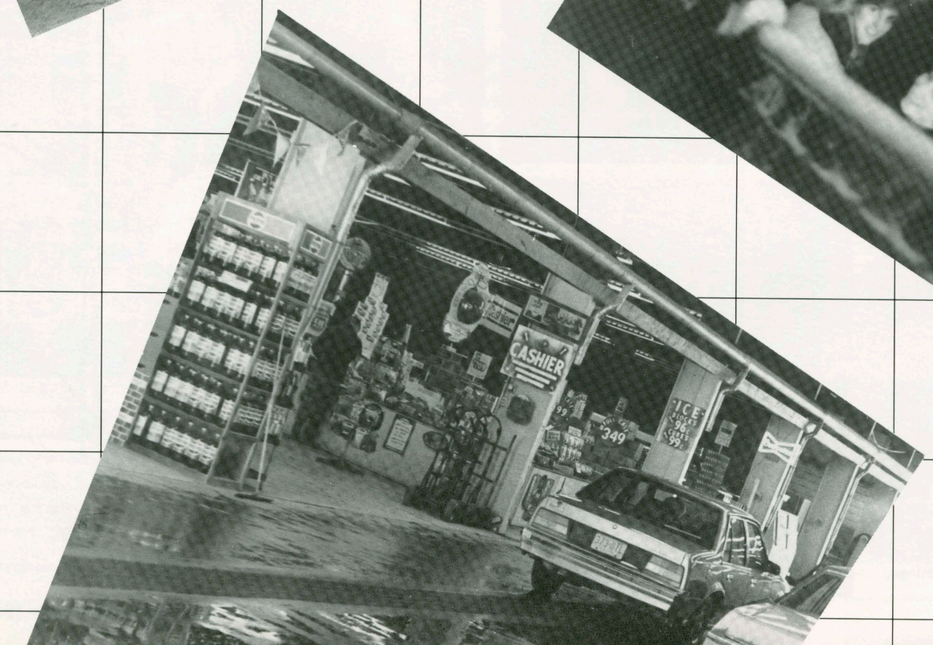

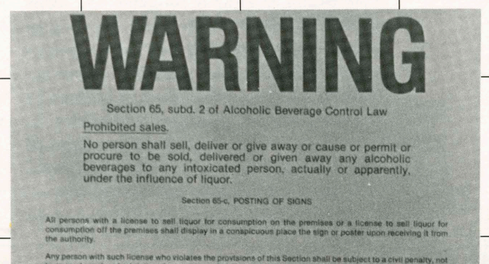
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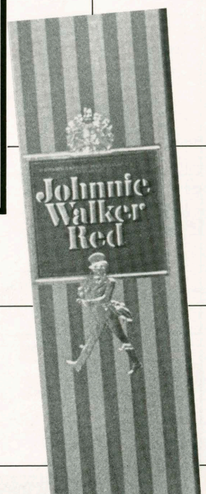

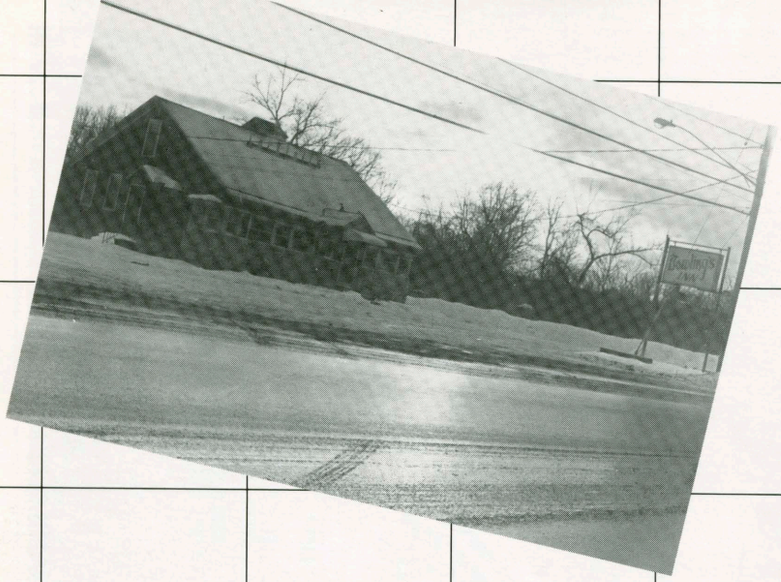

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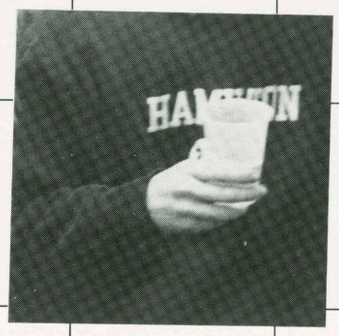

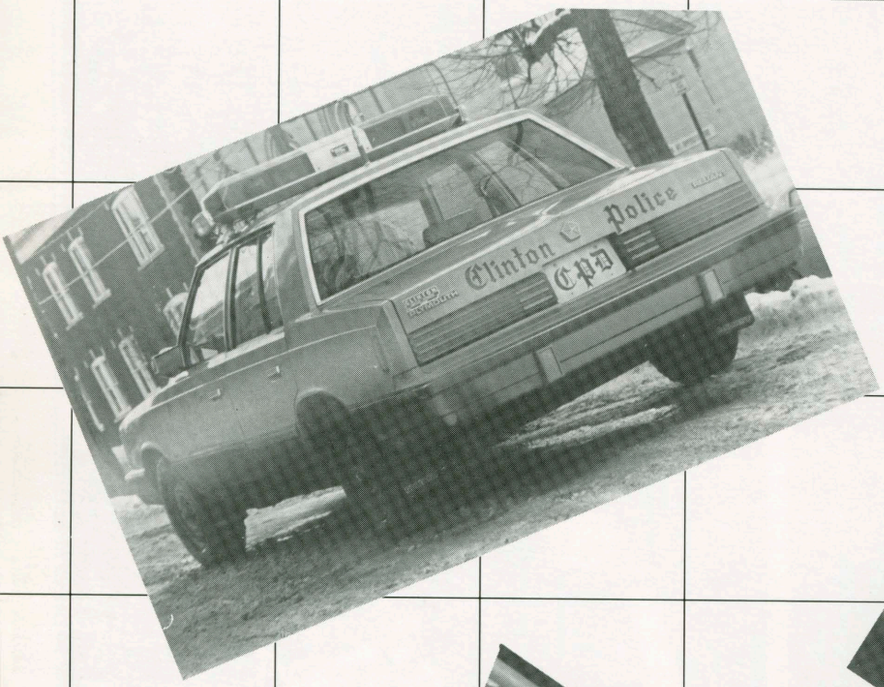
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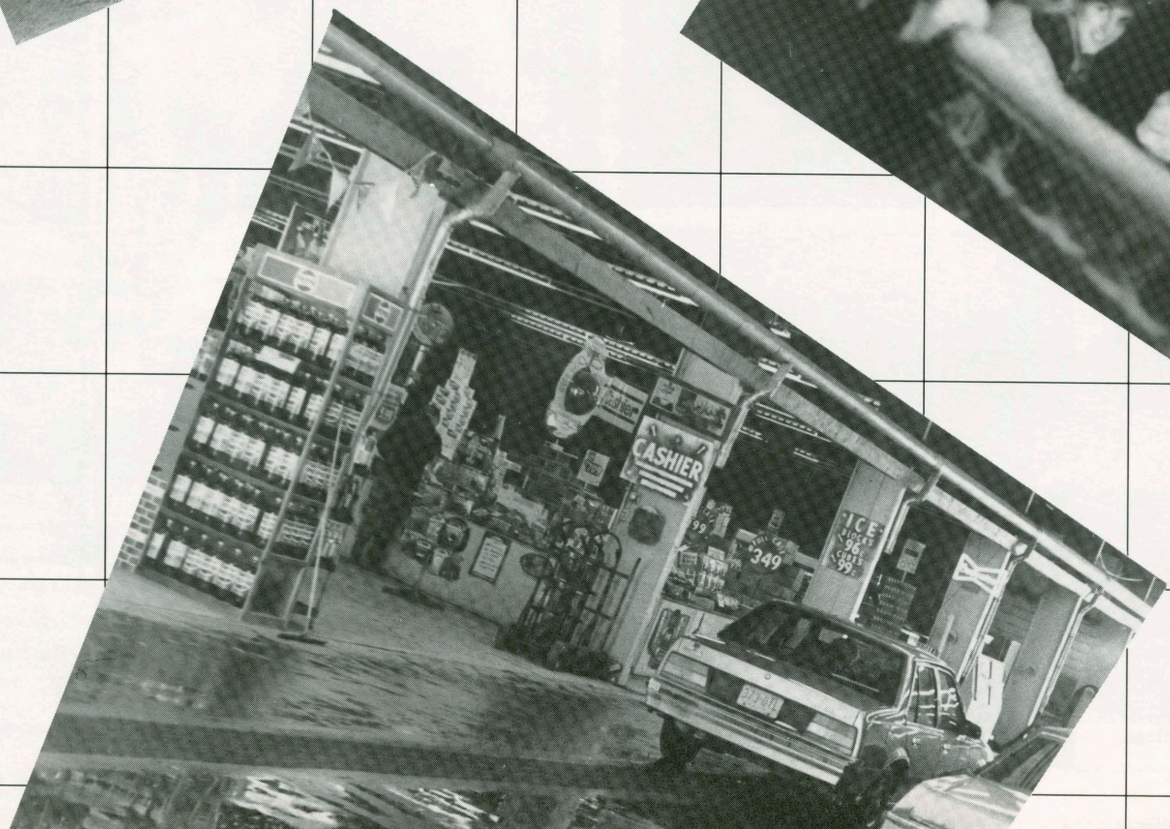
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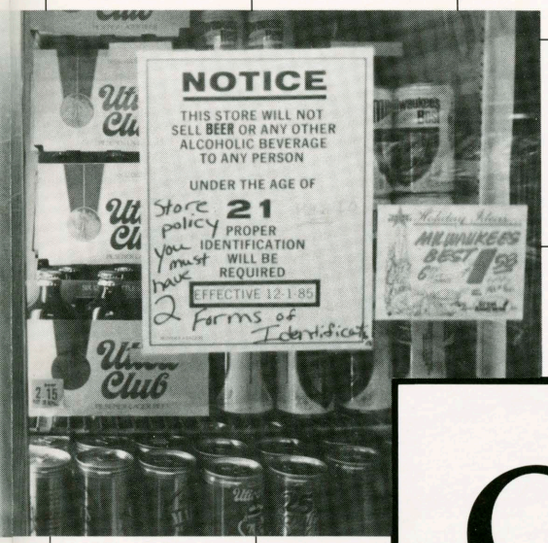
NOTICE
THIS STORE WILL NOT SELL BEER OR ANY OTHER ALCOHOLIC BEVERAGE TO ANY PERSON
UNDER THE AGE OF
Store policy 21 PROPER IDENTIFICATION WILL BE REQUIRED
You must have 2 Forms of Identification
EFFECTIVE 12-1-85
MILWAUKEE'S BEST
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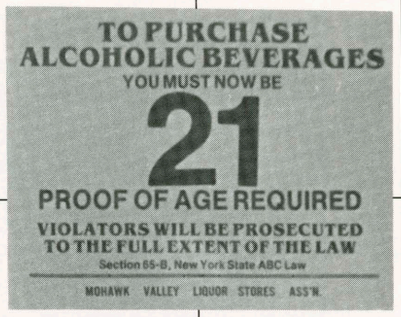
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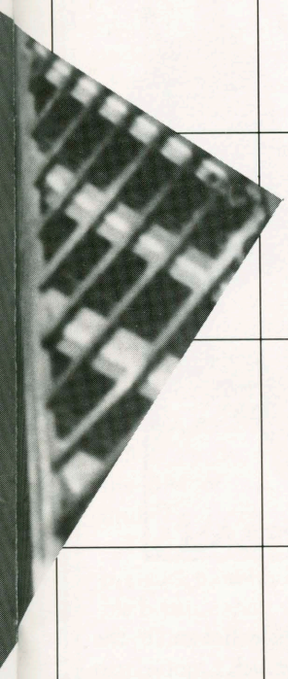

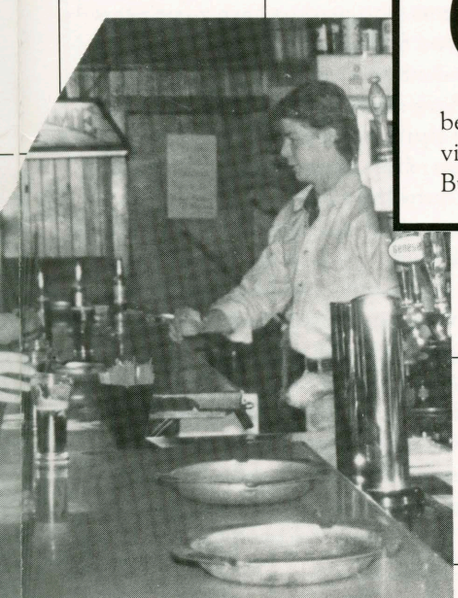

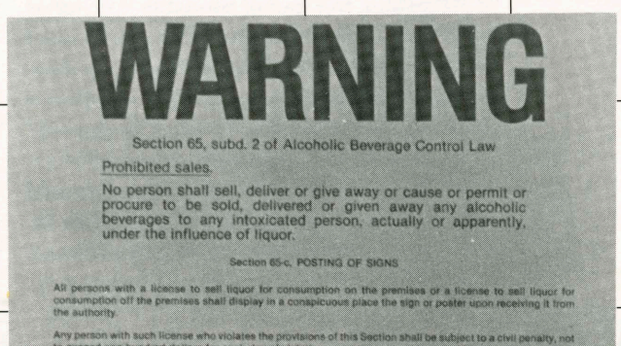
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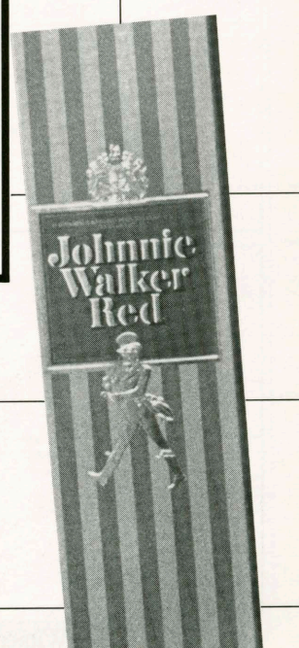

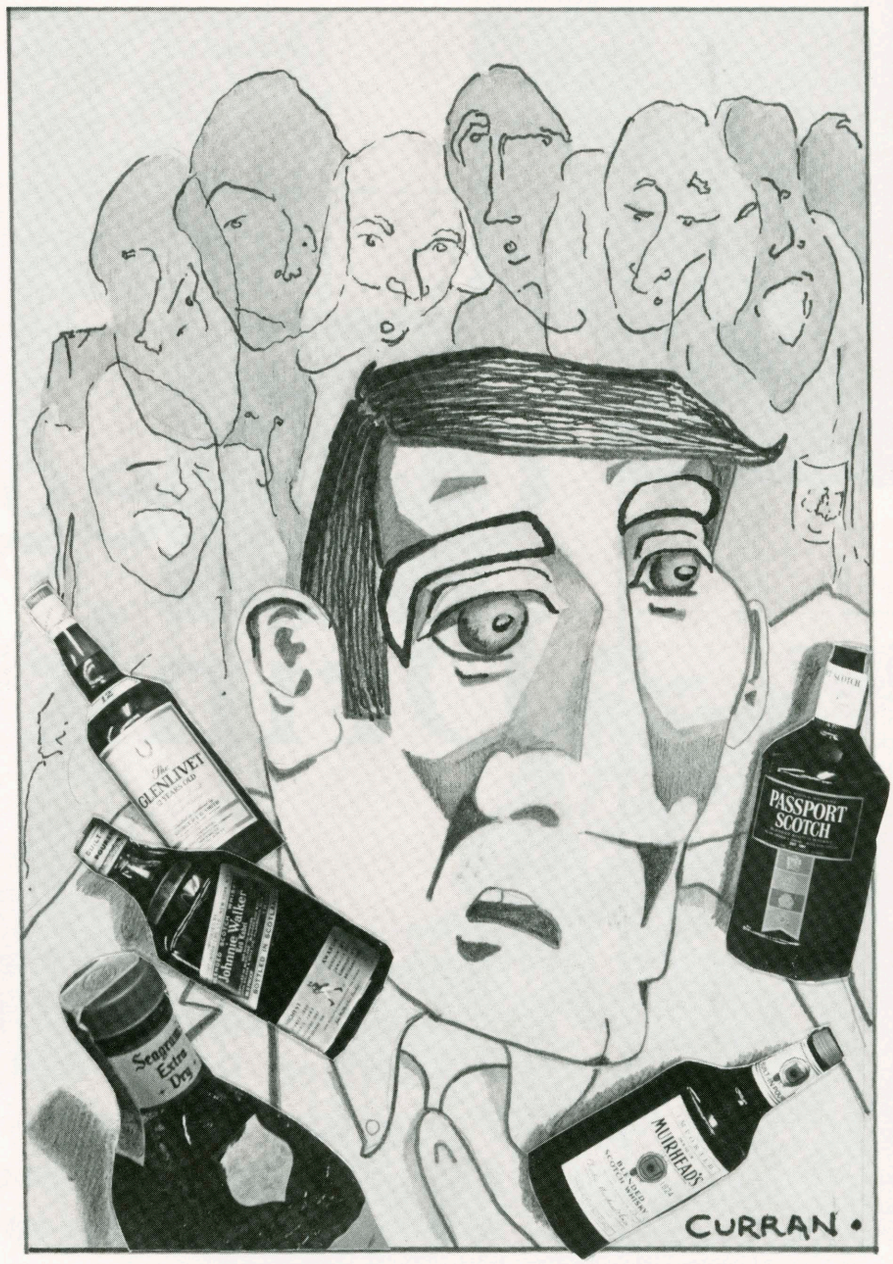

regulations; to encourage safety and moderation; to maintain a healthy social environment; and to promote individual responsibility regardless of age." In effect, the stance the school has taken is one of inactive enforcement of the law. "Security and the administration," the policy says, "will not be responsible for monitoring parties and social events." With the responsibility being vested in the students to obey the law, the prevailing question for most people on campus is *what sort of changes—if any—might the College expect to see in the near future?*

Administration's Outlook

According to Dean of Students Jane Jervis, one of the effects of the increased drinking age will be "an end to large parties that serve alcohol." Instead, Dean Jervis predicts that drinking will be done at small gatherings, which she feels is "a natural response to the law." While she does expect that students will use more discretion when drinking, Dean Jervis says she can only hope that the law will also lead to a decrease in "destructiveness"—both to students who abuse alcohol and to the campus which incurrs much money in damages from actions of intoxicated students. The Dean of the College, Melvin B. Endy, does not foresee a decrease in the amount of alcohol consumed by most students on campus. "Students who used to have a few beers will still have a few beers," Endy said. He does caution students to be more careful, though, when drinking and especially "More responsible when drinking and driving."

There has also been much speculation among both students and the administration concerning ways to de-emphasize the importance of alcohol in the social environment. Dean Jervis contends that the students "will now have to be more creative with their social lives." The school will offer its assistance, though, as efforts are being made to work out a plan "with various groups to try and see if we can't find other ways of socializing." The Dean suggests that one possibility might be to hold dances several weekends of each month. "I think that the people who have

control of the student budget will have to see how they want to spend it," she says, adding that there is enough money (a figure in the range of $150,000 per year) to provide the students with a great variety of social functions. Dean Endy regards it as "very important" that the College is "supportive of new ideas and helps to provide the proper space (for student socializing)." He also acknowledges that for a different social atmosphere to be successful, "we probably need a new social space and maybe a new student social center."

Fraternities Position

One issue which has raised a great deal of discussion in view of the increased drinking age is the role the fraternities will now play in the social life of the campus. The general concensus among students seems to imply that an increased drinking age will not deter them from attending fraternity parties, but rather the fraternities themselves will refrain from having large parties in which alcohol is served. Because of their increased liability for underage guests—which includes the responsibility for intoxicated minors *after* they have left the party and responsibility for all guests, even if they are not invited—most fraternities are inclined to throw only small parties so that they can keep a close watch of their guests. Says Tim Bradley, President of Chi Psi, "I see only closed parties, invite-only if alcohol is served, and strict policing of those who are invited. After that, I see ourselves as entitled to serve those who are here." Reed Pugh, President of Theta Delta Chi, agrees with Bradley, stating that "our parties in the spring will be smaller and more easily controlled. To the best of our ability, we'll minimize our underage drinking wherever possible."

The fraternities all admit to feeling the pressure to abide by the law as close as possible because their very existence depends upon it. "There has always been pressure to be careful and not let people drink too much—those pressures remain," Bradley says. "But it's another added pressure now that it's illegal for us to serve anyone under 21 because we're responsible for their actions after they leave our house." The fraternities are not subject to the general alcohol policy but are instead subject to the rules and regulations of the Inter Society Council alcohol policy which "will be submitted by the ISC and approved by the Alcohol Policy Committee." In the event that a fraternity does not abide by the alcohol policy, says Dean Jervis, "we'd deal with them the same way we've dealt with them before—we'd close them, or put them on probation."

Faculty Viewpoint

Although not to as great a degree as other members of the college community, the members of the faculty will be affected by the increased drinking age as well. While all faculty members are of course able to drink legally, many of their students are not, which may affect student-faculty receptions. "At a practical level," says Doug Raybeck, Chair of the Anthropology Department, "the law somewhat complicates my social life with students. Alcohol or the possibility of alcohol at student-faculty functions has always been an option." The evidence of alcohol at a student-faculty function, many faculty members and students feel, creates a more social atmosphere between the two groups and designates the function as separate from class meetings. Yet, with most students unable to drink legally, says Ted Eismeier, the Government Department's Chair, "it will make faculty more reluctant to have students to their houses."

While most faculty members will not be greatly affected by the new drinking age, all have their own thoughts as to what the campus might expect to see as a result of the law and many have opinions as to how the campus could best adjust to this 'new' environment. Some faculty members such as Professor Raybeck are "concerned with the hypocricy and duplicity of the campus" because as the school inactively enforces the law, it is felt that consumption of alcohol "will still be done surreptitiously." Professor Sid Wertimer agrees with this view, predicting that the law "will only be sending drinking 'underground'." He contends that the law may only "change the behavior of kids between 18 and 21 in the long run, but will not have much influence in the next few years." Another consideration for faculty members is that the de-emphasis of alcohol may lead to a greater dependence on and use of drugs. "We might see an increase in the use of soft drugs," Wertimer says, "because students who want to have a party to relax, and are unable to get alcohol, might turn to pot."

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>
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> Dean of the College

Whatever are the exact changes to the campus in the future, the students will probably enter a period of transition, during which time, according to Dr. Don Muilenberg, Hamilton's clinical psychologist, "some students will have to discover that you can have a good time at non-alcoholic parties." However, Dr. Andrea Brand, Director of the Health Center, does not anticipate this transition period to be without its problems. "I think we might expect some rebellion to the law," she says, "because I don't expect it to be popular among the students." Although

Dr. Brand hopes that the increased age will lead to a decrease in alcohol abuse on campus, she says "I still expect to see intoxicated students here. I expect to see black eyes, lacerations, and bruises regardless of what the drinking age is. I hope it will be less, though, and I hope to see fewer teenage alcoholics."

Some suggestions as to what could be done to de-emphasize the role of alcohol on the campus have been provided by James Bradfield, Chair of the Economics Department, and Jonathan Vaughan, Chair of the Psychology Department. "It would certainly be positive," says Bradfield, "if there were more activities that were physically active and that didn't involve people standing around and drinking." He suggests, for example, more student involvement in activities such as hiking, skiing, intra-murals, debate, and rugby. Vaughan agrees that more activities involving the outdoors should be available to students. "In the Adirondack Adventure program, we all had a good time and there was no alcohol involved," he says. Whatever their opinion on the effects of the new drinking age, most faculty agree with Frederick Wagner, the English Department's Chair, when he says "I would hope there is more sobriety and real interaction among human beings rather than the false interaction and reaction that alcohol produces."

Local Bars Fate

Perhaps most feeling the effects of an increased drinking age are the local bars, which once were considered a haven for Hamilton College students. The owners of these bars have all complained that business has dwindled since the beginning of December. Jim Dowling, owner of the local bar Dowling's, claims that "The law has definitely hurt business because we were getting a large crowd from Hamilton." Now, he says, the law has "cut off virtually all Hamilton business—even students who are legal don't come here anymore." Mark Smith, the manager of Don's Rok, acknowledges that business has slowed down recently, but says it is too soon to tell if it is due to the new law. "December has notoriously been a slow month," he says, "because students are first busy taking exams and then they go away on vacation."

With the recent lack of business for the local bars, owners claim that there is not very much that they can do in their defense. Proofing customers who may not be of legal age is a necessity, they say, because of the great liability placed on the seller of alcohol. Loss of liquor license, law suits, and mandatory closing of business are just some of the consequences of serving minors. Says Jim Dowling, "We've always had to proof everyone, though not to the limit we have to now. It's a lot harder to tell if someone is 21 than 19." Rumors have also been circulating that local police have been watching to see if these bars are obeying the law. "We have had no uniform police officers on the premises so far," Smith says, "but I have been told by some people who are associated with the local law officers that undercover policemen have been checking the local bars." Expressing his mounting frustration at the loss of student business at his bar, Smith reflects the general attitude among owners when he claims that "The law does nothing except discriminate against the responsible drinker and does nothing to discriminate against the irresponsible drinkers who go to people's houses and drink too much and get in car accidents."

Student Impact

On the college campus itself, there is no doubt that it is the students who will be most affected by the new drinking age. The great majority of students seem to find the law unfair and are not inclined to refrain from drinking because of its existence. One student claims that the law is unjust because of the fact that "you are considered an adult in society: you can vote, be drafted, and be tried in a criminal court as an adult, but you can't drink." Many students also find the law to be unfair but recognize it to be a necessity. "The law is not fair to the responsible drinkers," one student says, "but the relatively large number or irresponsible drinkers make it necessary." In response to the new alcohol policy that the school has adopted, nearly all feel that it is one which is fair, given the circumstances. One sophomore said that he approves "of a policy in which the administration does not act as a police force but at the same time is willing to act when abuse of the law becomes rampant."

In terms of what the campus might expect to see in the near future, the students offer a variety of predictions that include smaller parties, more drug use, and a continuation of fraternity-oriented social events. While one student believes "Students will drink in their rooms with a small group of friends instead of going out to parties," another believes that "it's going to be the same because fraternities have always been the crux of the social life. They are going to become speakeasies." Suggestions on how to create the best social environment for the campus all seem to point towards the construction or creation of a new student social center. "It seems that the only place to socialize is in the library," one junior says, "and that's because Bristol, the so-called 'campus center', is poorly equiped." In an attempt to effect positive changes for the campus, and to de-emphasize the importance of alcohol in the community, some sort of a new social center may be a reality in the not too distant future. In the meantime, though, students may see the effects of the new drinking age take shape this spring semester. Says one student, "I have already seen that the campus is a quieter and nicer place to live."

Alcoholism: Myths & realities

by J.B. Kirsch

The National Council on Alcoholism estimates that there are about 12 million alcoholics in the United States. It is also estimated that "Alcoholism afflicts 10 percent of adult men and 3 percent to 5 percent of adult women at some time during their lives." But threatening to reduce these numbers, experts are hoping, are new breakthroughs—both legislative and medical—which should help prevent alcohol abuse and alcohol-related deaths. While a rise in the drinking age in some states will help affect positive changes, the medical profession is making major breakthroughs which could change the current methods of treatment for the disease.

Many experts now contend that the onset of alcoholism has largely to do with genetics, a theory not widely supported in the past. These experts claim that a person's biology—not psychology—is the main determinant of whether he or she will become an alcoholic. Some people whose parents are alcoholics are therefore more likely to become addicted to alcohol as a result of the theorized genetic link.

In a report published last November on genetics and its role in leading to alcoholism, Dr. Marc Schuckit wrote that "In this theory, no one is predestined to become an alcoholic, but genetic factors increase or decrease the level of vulnerability toward this disorder." Extensive studies have been conducted on three separate groups of people: the children of alcoholics, twins whose parents are alcoholic, and adopted children whose biological parents are alcoholics. The results of these studies have shown that children of alcoholic parents are potentially four times as vulnerable to developing the disease themselves than are children of non-alcoholics.

The implications of these new findings on alcoholism and the nature of the disease are profound. Old myths about alcoholism are being dispelled and replaced with new facts. In a recent article on alcoholism and genetics in *The New York Times* magazine section, Lucinda Franks reported that "Most experts now agree that while inner conflict and stress can precipitate heavy drinking, the deep psychological problems often characteristic of alcoholics are a consequence rather than a cause of the disease." With this in mind, doctors are hoping that alcoholics will be seen (and consequently will see themselves) in a different light. "If the alcoholic is seen to have no more control over his disease than does a diabetic," writes Franks, "this will help him overcome his unwillingness to admit his problem and seek help."

The disease itself is one that has plagued mankind for many centuries and statistics show that between 30 and 50 percent of all hospital admissions are now due to alcohol-related diseases. Because alcohol passes through every organ in the body, excessive amounts it can irritate the body's tissue and lead to disease in any organ. "Some of the most serious diseases associated with chronic alcohol abuse include cancer of the liver, larynx, esophagus, stomach, colon, and breast." In addition, alcoholism leads to "high blood pressure, stroke, and heart attack; damage to the brain, pancreas, and kidney(diabetes, renal failure); stomach and duodenal ulcers, colitis and irritable colon; birth defects and fetal alcohol syndrome; impotence and infertility." Equally damaging to the alcohol abuser are the psychological effects to which the disease frequently leads him. "Over a period of time, alcohol abuse alters brain-cell function, induces nerve damage, shrinks the cerebral cortex and. . .imbalances the hormonal system." What this means for many alcoholics in everyday life is an inability to deal effectively with stress, an inability to see the reality in many situations, and a tendency to "magnify small problems," as well as many other insecurities and psychological disorders. The combination of these physical and emotional problems often leads to family problems, unemployment, and economic ruin.

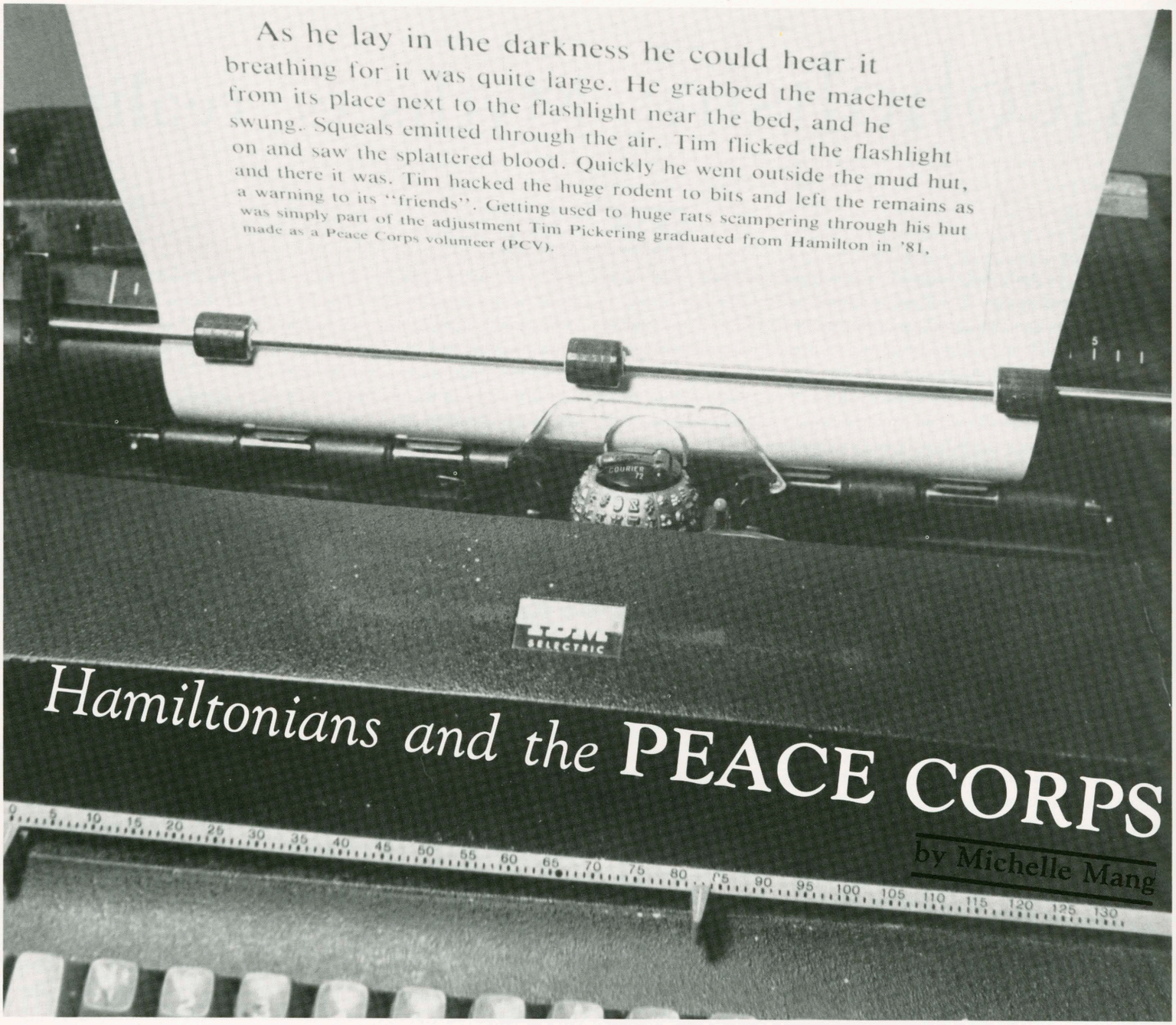
In the wake of the change of New York state's drinking age, there are those on campus who argue that the new law has come into existence just in time to curtail an apparently growing student dependence on alcohol. Dr. Don Muilenberg, Hamilton's clinical psychologist and one who has treated, among others, students with drinking problems for the past 17 years, does not think there is an excessive number of students on campus with alcohol problems. "I think the bigger problem," he says, "is that we have a larger number of students whose habits will lead to serious drinking problems four or five years down the road."

The question of how to help those people with drinking probems has been met with a diversity of suggestions. One of the greatest obstacles to overcome before it is possible to aid the alcoholic or those with alcoholic habits is the common alcoholic defense—denial. "It's very difficult to educate people on alcohol abuse because the people who need to hear from you will not listen," Muilenberg says. He suggests that one way to help those students who need help is through student advisers. "Offering help has to be done by people who will be listened to and that means a friend. If student advisers set the right example, it will make a difference."

Efforts have been made on campus to provide information to the community on alcohol and its effects. Dr. Andrea Brand, Director of the Health Center, is the Chair of Hamilton's Committee on Alcohol Awareness. "What we get involved in is trying to educate both students and faculty on the effects of alcohol," she says. With the change in drinking age, Dr. Brand feels it is important for the committee to continue to provide education on alcohol to the campus. "We (the Committee) hope to continue to promote educational forums. We will continue to publicize informational articles in *the Spectator.* We hope more people like Steve Nelson will come on campus to lecture," she says. Dr. Brand urges those students who need help for abusive drinking habits to come to the Health Center and "we can make the appropriate referral confidentially. We can identify some people who have abusive drinking habits by certain blood tests. There are also certain screening tests which we can give to identify alcohol problems."

Another option for students who need help is to use the services at the counseling center. Dr. Muilenberg says that although "About thirty percent of every graduating class has come into this office for help at some time during their four years here." He estimates that in his 17 years at Hamilton he has not had "more than seven to ten people who have come in and said 'I must talk to you because I have a drinking problem.'" Many students who have drinking problems have come to him for help with other problems, he says, but during conversation it becomes apparent that their other problems sprang from alcohol abuse.

"We want to make it perfectly clear how confidential it is here at this office," he says. "Even if you have a problem with a friend, you can come and seek help for them. This is one place on campus you know is in the strictest confidence."


As he lay in the darkness he could hear it
breathing for it was quite large. He grabbed the machete
from its place next to the flashlight near the bed, and he
swung. Squeals emitted through the air. Tim flicked the flashlight
on and saw the splattered blood. Quickly he went outside the mud hut,
and there it was. Tim hacked the huge rodent to bits and left the remains as
a warning to its "friends". Getting used to huge rats scampering through his hut
was simply part of the adjustment Tim Pickering graduated from Hamilton in '81,
made as a Peace Corps volunteer (PCV).
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Hamiltonians and the PEACE CORPS

by Michelle Mang

In June, 1982 the Peace Corps asigned Pickering to a tiny village in Senegal located in the Northwest coast of Africa. There he worked as a rural development agent for two years before accepting the post of administrative director of the Peace Corps training site in the deserts of Mauritania.

Pickering is just one of over 120,000 PCVs and staff members that provide technical and educational assistance to developing countries throughout the world since the agency began 25 years ago. President John F. Kennedy established the Peace Corps in 1961 as an overseas volunteer program. According to President Kennedy, the goals of the Peace Corps are: 1) to help people in need, 2) to facilitate understanding between Americans and people of other countries, and 3) to promote peace.

"The interest [in the Peace Corps] has remained steady," said Seale Fuller, a return PCV who now works as public affairs specialist for the Peace Corps recruiting office in Philadelphia. "When I joined as a volunteer in 1980, there were approximately 5,000 members of the Peace Corps throughout 60 nations. Now there are closer to 6,000 volunteers in 61 nations." These PCVs are currently distributed throughout 19 Central and South American and Caribbean nations, 24 nations of Sub-Saharan African, and 20 nations in North Africa, the Near East, Asia, and the Pacific.

"The Peace Corps has been a howling success," commented retired Government Chair Channing Richardson whose expertise is international politics. Throughout his teaching career, Professor Richardson strongly encouraged students with the aptitude and the interest to enter into the Peace Corps. According to Richardson, "It has been the most effective policy of the United States government in the last 25 years in that it has built understanding and friendships for America that it desperately needs."

The Corps stations its volunteers only in countries that request U.S. aid. The assistance programs that are established are generally determined by the communities themselves. The Peace Corps emphasizes that its policy is not to send volunteers to take over problems and the responsibilities of these foreign communities, but, instead, to help people help themselves. The PCVs are there as private citizens, not as officials of the American government, to partake in the role of helping the communities work toward the common objective of self-sufficiency. "One of the great strengths of the Peace Corps," stated Professor Richardson, "is that is has been able to keep itself detached from the CIA and American foreign policy."

"I was fairly impressed with the Peace Corps officials in the Philippines," commented Assistant Professor of Mathematics Richard Bedient. "They knew what they were doing and worked hard to separate the Peace Corps from the American embassy. One common problem is the belief that volunteers may be CIA agents, so we were not allowed to talk with people of the embassy. We knew down deep if anything happened, though, the embassy would have been there."

Since volunteers are not U.S. officials and are living and helping people within the communities upon the invitation of a particular nation, they work for that host country as well as for the Peace Corps. Many times volunteers work immediately under local officials. Sometimes they work with the missionaries and religious groups of the area, as did Christine McCarthy, '82. She taught science and math in West African country Sierra Leone from 1982 to 1984; she first taught at a private girls school established by the Methodists who had settled in the town of Moyanba. Later Christine taught in Yoni Bana where she and another volunteer started an agricultuiral school on their own at the request of the Catholic Church, which is very influential in the town. The church provided the money that they needed to develop the school.

The Peace Corps tries to achieve its goal of helping people help themselves by providing assistance in a variety of areas, especially in health care, education, farming, and income-generating activities. The skills found among PCVs are quite diverse. Fuller commented that volunteers with skills in farming and farming mechanics are almost always needed. He added that countries also request volunteers that have backgrounds in math/science, fishery, forestry, medical care, community organization, community development, and business administration among others. The types of projects are many and range from laying down roads and building schools to improving crop production, fishing techniques, and disease control to designing and establishing water supply systems.

As an American rural development agent, Pickering planned a variety of projects for the different needs of the Senegal village. Some of the smaller projects included improving the wells and improving the health hut, where workers dealt with minor health needs. In Senegal, Tim spent time teaching the villagers how to manage their money, keep books, and acquire medical supplies for long term needs. The major project of the village began a year after his arrival. "I called a meeting of all the village men and explained to them, 'I have access to money and financial resources that you don't. As a community, what do you want done?' There was a unanimous vote among the men to build a school." Pickering thus drew up a proposal in which he estimated the costs of such a project and what labor and materials were required. He projected that $5000 would be necessary to construct a school for the community.

However, before he could go ahead with the plans for the school, Pickering suffered severe burns from a motorcycle accident and had to be flown back to Washington, D.C. for skin graft surgery. Before he returned to Senegal he appeared in front of church groups to present his proposal for the new school. He also began correspondence with a 7th grade social studies class of Dwight Englewood School in New Jersey and sent them a copy of his proposal. The students actively supported the idea and helped raise $600 for the project. Pickering's church raised the remainder of the balance.

Through trial and error and many frustrations the project was finally undertaken. "The first thing that needed to be done was to rebuild the road [the only road to the village], which caved in during the rainy season, so that the trucks carrying cement could be brought in." They made about 5000 concrete bricks out of the mixture of sand, water and cement with two brick molds. Pickering and two other men, who had the architectural skills needed, constructed the school buildings. The final results were two buildings with two classrooms each.

Throughout the project the students of Englewood continued to send letters which encouraged them, especially Tim Pickering, to stick with the project to the end despite the problems. "If a truck broke down on the road, it would take a week to get it out. It would stop everything. Nothing could get around it. Sometimes on scheculed workdays only five guys would show up, so I'd have to reschedule it. The men had responsibilities; they had to work in the fields to support their own families. The project was a big strain on their time and resources, [but] it was very challenging. There were times I'd be so discouraged that I wouldn't write to the kids (for long periods of time)." Still he received letters. "Sometimes I'd be shaking from exhaustion and go to the mailbox and get 20 to 30 letters from these students telling me how great they thought I was and how they wished they were there with me. It was a wonderful pat on the back."

Villagers Learn Math Skills

Another Hamilton alum, Maureen Brooks, '82, was stationed to teach mathematics in Central African Republic because of her academic background. She was a math major and had taken some courses in French, one of the two official languages of the country. "They realize the importance of math teachers . . .The people in Central African Republic are behind the times. They have so much land that is not developed, land that could be used to grow food. They are, however, lacking the math and the science background, the kind needed for agricultural engineering for instance, to do something about it."

Brooks first worked in the town of Mobi, located in the southern region of the country from 1982-84. She taught algebra, geometry, trigonometry, calculus, and some statistics in a junior high/high school of approximately 800 students. Originally the Peace Corps sent in two volunteers, Brooks and another woman, but the other volunteer terminated her stay early. That was "probobly the best thing that could have happened," Brooks feels, because she was forced to really learn the French language since there were no other English speaking people in the vicinity. "One of the difficulties in teaching was that the children came from all surrounding villages with different math backgrounds. Many hadn't had any math while others had gone without it only a couple of terms or had only one or two hours of math per week."

After completing the two year commitment in Mobi, she chose to accept the option to stay on as a volunteer for another year. She continued her teaching in a larger town, Kagabandoro. For this second assignment there were two teachers from 20 different

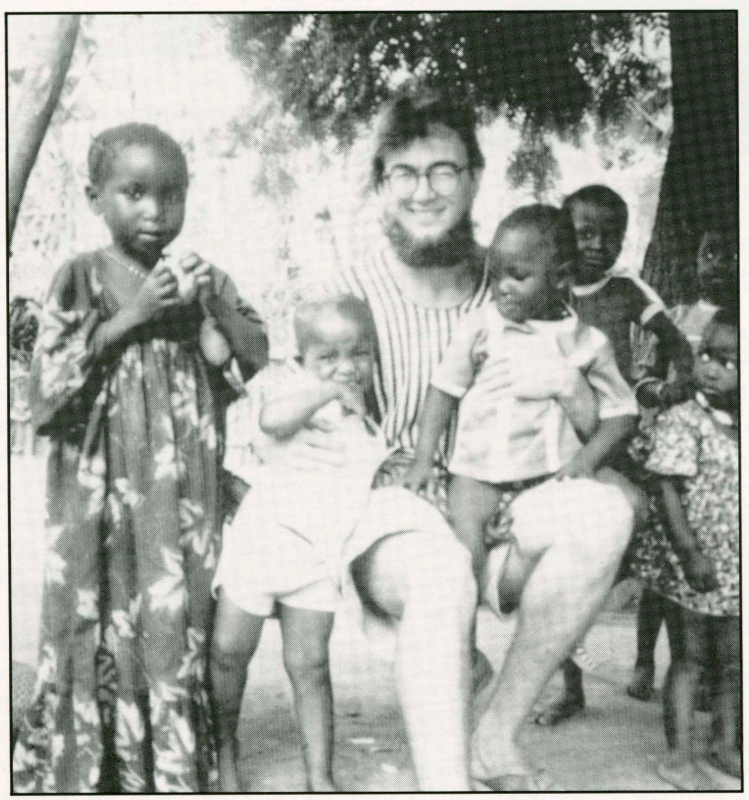
classes of which the smallest class consisted of 25 students and the largest of approximately 90.

Requirements for a PCV

Being accepted to Peace Corps is an arduous process. The medical qualifications are high because the volunteers live and work under difficult conditions. The recruiters use information from the application form, references from employers, friends, and teachers and personal interviews. The recruitment process is usually a lengthy one; it often takes several months before one is finally accepted. Randy Isaac, '81, who did his two-year service in Ghana, remembered it as a long and uncoordinated procedure. He feels that those who show a very strong interest are favored. Isaac added that he "constantly prodded" the recruiters to find out his progress throughout the application process.

After the volunteers are selected, they are trained. The training largely consists of intensive language, cross-cultural, and/or technical study programs. One change that has occurred since the Peace Corps began is that "training is now carried on in the nation the volunteers are assigned to," according to Mrs. Carol Locke-Endy, wife of Dean Melvin Endy. Locke-Endy served in the seaport city of Fortazela, Brazil from January 1965 through January 1967. "Then, the training was done in the states. I started training in August 1964 at the University of Wisconsin in Milwaukee. The Peace Corps hired Brazilians to take care of the language training and the cultural training. I think the change was for the better because now the volunteers have a more realistic view of the country they are about to serve in."

Professor Bedient also commented upon the changes that have occurred since he worked as a PCV with his wife in the Philippines during 1970-72 where he taught elementary math teachers techniques to improve their teaching methods. "We were one of the last groups of the big generalists. What we had done could have been done anywhere; many had no specific skills. The Peace Corps offered fairly good technical training in the states. The problem was that they were investing too much money in getting people trained." Bedient explained that they lost money when many of these trained volunteers didn't fulfill their commitment abroad and left early. "Also, the Philippines was a pro-American place...If the Peace Corps went in and offered to send an American to teach a class for free, of course the Filipinos would accept him, regardless of whether or not they knew what to do with the person, regardless of if they had a program set up. The Peace Corps was essentially sending in volunteers when there were not jobs available. Now they do not send volunteers until specific requests are made."



Political Instability

Once the PCVs leave the training sites they generally encounter many difficulties and hardships as they fulfill their two year assignment. Randy Isaac volunteered in Ghana, notoriously unstable both politically and economically. Ghana was the first black African colony to receive it's independence in 1957. At the time it was the world's largest producer of cocoa, and it had substantial cash reserves. However, it spent too much money too quickly on industrialization, state farms, and public projects in its efforts to convert to a socialist state. Within a few years it fell badly into debt. "Everything was in short supply," said Isaac. "The transportation system was broken down. There was a wild inflation rate of over 100 percent." Also, he commented that in the past twenty-five years there have been four coups, one of which occurred during Isaac's service.

Isaac taught computer science courses at the University of Science and Technology located in Kumasi. "The job was a real challenge," he stated. "...not anything like teaching in the universities in the United States. The computer was broken three-fourths of the time. The students did not have textbooks. They were out of touch with the current information on the computer world."

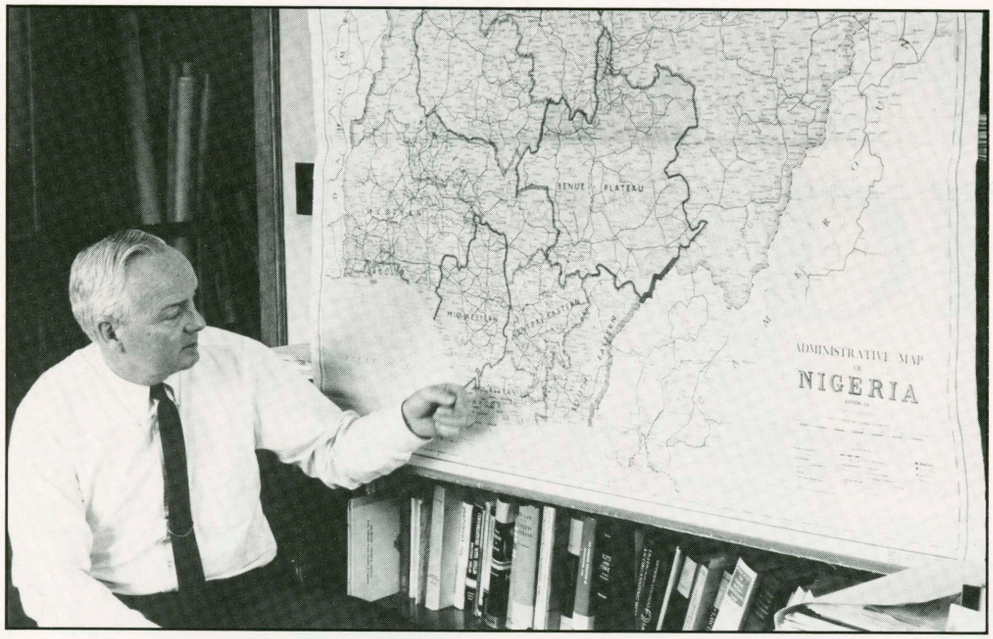
For his assignment he was given a one-year course to teach, which was outlined by a syllabus one paragraph long. He constructed a course from essentially nothing and wrote up exams, selected important topics to stress, and prepared lectures. "I was really learning how to teach," he added.

The political instability affected the college atmosphere; the campus was often restricted with curfews. During the period in which the coup took place there was a dusk to dawn curfew which was eventually relaxed. Those caught on campus between curfew hours were arrested.

Curfews, Soldiers and Coups

Isaac mentioned that the soldiers were present all the time. He said that it was normal to take a bus trip between two cities and be stopped and subjected to a search. "It became routine." When the coup occurred, and during coup attempts, the searches took place more often.

Locke-Endy's plans changed when a military coup overthrew the civil government of Brazil in April '64. Originally, starting in January '65 "we were assigned to go to Brazilian Universities to teach courses and to work with students involved in social action programs to aid the poor. After the coup, many of these students were thrown into jail, and the programs became illegal. People became very careful about talking of politics. The coup was not a bloody one. Brazilian coups have generally not been bloody. But there still was an ugly repression of civil rights, though not with tanks and guns."



(opposite top) Tim Pickering '81 organizing a semi-legal requisition of sand in Senegal. (opposite bottom) Pickering '81 surrounded by Sengalese children. (this page) Professor Emeritus Channing B. Richardson explains Nigerian politics.

She did end up helping the poor, however. "In my particular case I, along with another volunteer, stumbled into an education program.

"The poor had flocked into the city to escape the drought. Because they were outside the school system, a school in the neighborhood was set up in an abandoned warehouse. I taught sewing skills and nutrition to fourth graders. Basically I was trying to get to know the kids, to teach them basic living skills and health care, and to meet and get to know the parents to encourage them to allow their kids to remain in school. The reason why the children stayed as long as they did was because we provided them with a nutritious snack and lunch that were free. For many that was the only square meal they had each day. It was a stark contrast to the university, where only the privileged attended," she said.

Americans Overseas

The reactions to the American volunteers in Brazil were favorable. "We were welcomed as individuals. In the '60's America was intervening in a military means in different parts of the world. The Brazilians would argue with us, especially at the University. There'd be roaring political arguments. Yet an arm would come around my shoulders, and I'd hear 'We like you; those Americans—we can't stand!' "

Generally, the reaction towards the American PCVs has been one of great respect, and of great curiosity and interest. Professor Bedient mentioned that in the Philipines "the cultural biases are generally very positive. Even they are hard to deal with. Often we were accorded with a tremendous amount of respect that was unearned just because we were Americans." One day he demonstrated a couple of different lesson plans to the group of teachers he was instructing. "I decided to take the bad example and she [a Filipino teacher] took the good one. We, of course, presented each as best we could. Nine times out of ten they would pick mine over hers as the better of the two.

McCarthy also commented that the people of Sierra Leone were very interested in white people. "Being white was a novelty. After a while I was sick of being white."

Volunteers experience many frustrations in doing their jobs. One of the most common is the extreme isolation that they feel, usually due to language barriers. "The training prepared me for teaching in French so they concentrated on math vocabulary," explained Brooks. "I was able to function in the classroom. However, once I left the classroom I found it very different to really talk to someone. If someone asked me what America was like, that required a whole new set of vocabulary to answer with. Plus there was the added difficulty that many of my neighbors didn't speak French. The other official language, Sango, is very easy, very basic. They were willing to learn a little French, and I learned their language. Everyone gives a little and takes a little. Friends say that I now talk with my hands more than ever."

More Frustrations

Pickering faced the similar problem in Sengal. "In the village, only about two people spoke French. The local language is an unwritten one. It has never been alphabetized. It is also very localized; it's not spoken beyond a few miles outside of the vilage."

Pickering's intensive language training involved learning French, the official language of this country. However, he didn't learn the local tongue until he started working in the village. "I spend 8 months working on the language. For three to four hours a day I'd be poring over the notes I had made throughout the day. I had to figure out where the words started and ended. I remember after six months I figured out they had seven ways to conjugate their verbs."

"At first I was such a loner," he continued. "It was terrifying being with people because I'd feel even more alone." By the 18th or 19th month he stopped working on the language and started enjoying it ("with only six months to go"). "It is the most wonderful, satisfying experience to be able to pick up what is being said and relate to others your own stories."

Many experience "culture shock" in adjusting to living back home after being abroad two or three years. On the subject of returning home, Isaac summed up what many felt to be true: "How hard the transition is depends upon how quickly you come home. I went to Kenya for a couple of weeks and then to Britain for a couple weeks. Those who had the most difficulties were those who went directly home. That is a much more difficult transition."

Maureen Brooks commented on another common frustration, "It is hard to relate your experiences to others who haven't gone through it. They may ask, 'How was Africa?' How can I answer that question? I spent three years of my life there. The experience is so vast that you can only relate it in bits and pieces."

"I couldn't stand to go into large shopping centers or large stores," said Carol Locke-Endy of her return back to the U.S. "I was overwhelmed by a sort of phobia . . . The main problem, though, was that it was so hard to see that people have so much here, and have so much choice, and spend so much money."

These return volunteers claim that the Peace Corps has been a very positive experience despite all the hardships and frustrations. All spoke of the strong familial ties and lasting friendships they made during their while living in the host country. For some, the Peace Corps helped them to focus on what interests to pursue in their career or graduate school options. Some used their experience as a strong stepping stone for future endeavors because employers and graduate schools look upon such experience favorably. Although the Peace Corps means different things to different people, all of these volunteers described it as a learning process. One prevalent idea is that they learned more about their own culture and values. "I have a clearer sense of which things we do as a result of our culture and which things we do as a result of being human," stated Professor Bedient. "A lot of what we sense as being universal truths are *not* universal."

Maureen Brooks commented, "When immersed in a different culture, you can see a whole new perspective on doing things and learn the 'whys' of doing things from a different approach. The American way is not the only way."

The man who would be PRESIDENT

by T.A. KUCK

Elihu Root, twenty-seventh president of the United States, held office from 1909-1913. Or so the encyclopedias might read if Hamilton College's honored alumnus and winner of the 1912 Nobel Peace Prize had been inclined to accept Teddy Roosevelt's offer of the Republican candidacy. Roosevelt, who called Root "the wisest man I ever knew," once remarked that he would walk on his "hands and knees to see Root made President."

Yet, this was not the only opportunity for the presidency which Elihu Root would decline. Again, in 1916, he resisted pressure to accept nomination as the Republican candidate for President, a position which was finally given to Charles Evans Hughes. In fact, years earlier Root had been offered the vice presidency under McKinley and had declined it. Theodore Roosevelt reluctantly accepted the office, and it is he who became president upon McKinley's assassination.

"Elihu Root graduated from Hamilton as the Valedictorian of the Class of 1864."

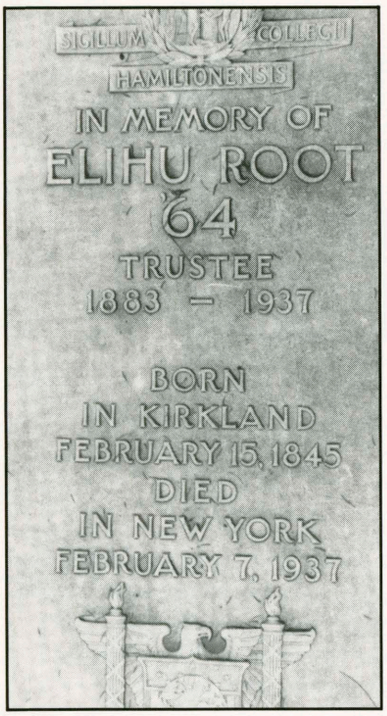
Root was a man who preferred to work behind the political scenes of his day. To understand his enigmatic character it is necessary to understand his background, a background which is inextricably linked to Hamilton College. Root was born in Buttrick Hall, then the home of his maternal grandfather Horatio Gates Buttrick, Superintendent of Buildings and Grounds. His father Oren Root, was the Professor of Mathematics at the College, and was known by his students as "Cube Root."

The Root family lived on a thousand dollars a year at the Homestead, where young Elihu took care of "Cube's garden," now known as the Root Glen. The academic environment in which he grew up had a lasting effect on Root, who said of the college faculty, "For a boy to live with such men, to be close to them, to observe and become accustomed to their simple and sincere lives, without money, made happy by the pleasures of intellect and taste, to get their standards and become impressed by their estimates of the value of life, and to have enough out of books in the meantime to understand it all—that is an education beyond price."

Elihu Root graduated from Hamilton as the Valedictorian of the class of 1864. The youngest member of his class, Root showed a strong aptitude for mathematics and was the recipient of that year's math prize. He decided to use his analytical skills in the legal profession and applied to New York University's law school. A letter of recommendation from a Dean of N.Y.U. to the Chancellor of that school described Mr. Root as "in every way a worthy Christian gentleman," and inquired if a teaching job might be found for him at some fashionable ladies' school nearby. The young man from Clinton arrived in New York City wearing proper grey trousers, black coat and fulsome tie, his wavy hair parted on the left. He stayed on Seventh Avenue just north of Forty-first street and was paid $1.25 an hour for teaching at several local ladies' schools.

In the year 1867, Root graduated from law school and was admitted to the Bar. His firm grasp of legal principles, ability to analyze complex problems, and sheer industry caused his meteoric rise to preeminence at the Bar. At the age of thirty-eight he was appointed by President Arthur as the United States Attorney for the Southern District of New York.

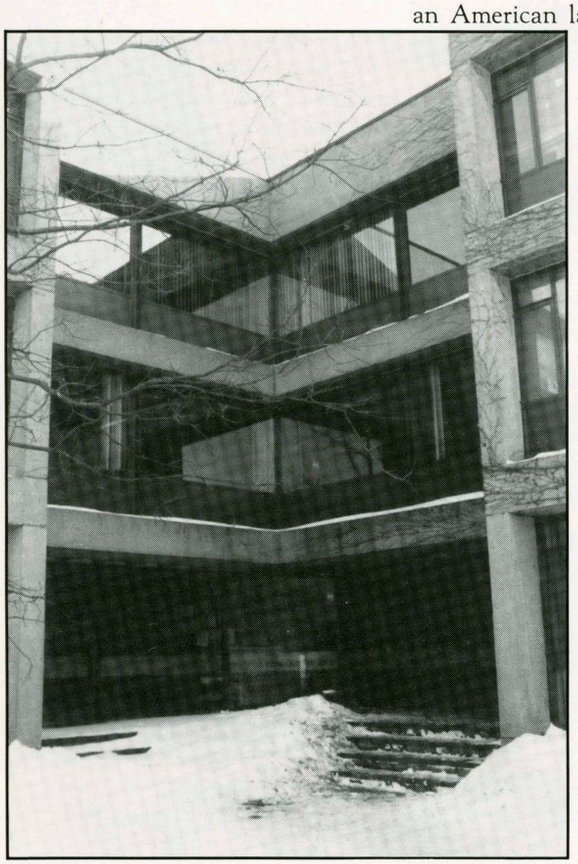
It was Root's fame as a lawyer that brought him to the forefront of national affairs. Root described the event saying, "I was called to the telephone and told by one speaking for President McKinley, 'The President wishes me to say to you that he wishes you to take the position of Secretary of War.' I answered, 'Thank the President for me but say that it is quite absurd. I know nothing about war, I know nothing about the army.' I was told to hold the wire. In a moment there came back the reply, 'President McKinley directs me to say that he is not looking for anyone who knows anything about war, nor for anyone who



knows anything about the army. He has got to have a lawyer to direct the government of these Spanish islands and you are the lawyer he wants.' " The Islands in question were Puerto Rico and Cuba.

Root applied the same analytical techniques to the problems of State as he had to the problems of corporate law. When Root took office, the War Department was hampered by infighting between bureau and department heads. Under his guidance, the department became orderly and effective. His rule of America's colonial possessions was equally efficient. As Secretary of War he increased the number of U.S. forces in the Philippines to 63,000 men; enough to crush organized rebellion there in less than two years. He was responsible for sending troops to China during the Boxer rebellion. Elihu Root was also credited with the drafting of the famous Platt Amendment of the Cuban constitution, which allowed the United States to legally intervene in Cuban affairs whenever it was deemed necessary.

Root was an ardent nationalist and a vocal supporter of the Monroe Doctrine. One biographer states that Root "believed that the Caribbean was an American lake and directed policy within that context." Frank Lorenz, Hamilton College's archivist, maintains that Root was "to a degree, typical of the era in his paternalism, but he was certainly no jingoist." Root preferred to abstain from armed intervention, and sought legal methods of maintaining America's position abroad. In his address entitled *The Real Monroe Doctrine*, Root states, "The most that can be said concerning a question between a powerful state and a weak one is that the great state ought to be especially considerate and gentle in the assertion and maintenance of its position; ought always to base its acts not upon a superiority of force, but upon reason and law; and ought to assert no rights against a small state because of its weakness which it would not assert against a great state notwithstanding its power."



McKinley's Wall Street lawyer had certainly fulfilled that President's desire for someone "to direct the government of these Spanish islands." Equally important, though, was Root's total re-design of the United States' armed forces, a topic he had humbly claimed to "know nothing about." Root gathered information concerning the military forces of European nations, and decided that complete reorganization of America's military was necessary. He created a general staff, led by a chief of staff, to act as the supervising arm of the War Department. Root was also responsible for the creation of a staff college at Ft. Leavenworth, Kansas, and the army War College in Washington, D.C.

Newton D. Baker, Secretary of War during World War I, stated that "Without that contribution (of Root's) . . . the participation of the United States in the World War would necessarily have been a confused, ineffective and discreditable episode." Root was adamant in his assertion of civilian control of the military. His rebuke of Lieutenant General Miles in 1901 was a precedent for the dismissal of General MacArthur in 1949, and caused a comparable amount of controversy in his day.

Root resigned from the cabinet early in 1904, only to return in July of 1905 to serve as Secretary of State under Theodore Roosevelt. It was during his period of service with this administration that Root was able to practice international arbitration, a philosophy to which he was strongly devoted. Root toured Latin America extensively in an attempt to eliminate the mistrust of Roosevelt's foreign policy there. In a statement given in Rio de Janiero, he said, "We wish for no victories but those of peace; for no territories

(top left) Root's gravestone in Hamilton graveyard. (top right) The "troika"—Root, Taft, & Roosevelt. (lower left) Root Dorm, named in honor of the Root family.

except our own; for no sovereignty except sovereignty over ourselves. We neither claim nor desire any rights or privileges or powers that we do not freely concede to every American republic."

Supporters of arbitration, Root included, had an unshakable faith in law. Their philosophy included the belief that international peace and international law were associated in the same manner as domestic tranquility and national law. The tenet that crises could be solved by international tribunal was, according to Root, "exceedingly simple." It governed his involvement in the Central American Court of Justice, which arose from a general treaty of peace and friendship among Costa Rica, Guatemala, Honduras, Nicaragua and El Salvador, and is considered to be the first formal international tribunal in the world.

Root resigned from his position as Secretary of State soon after being elected U.S. Senator by the State Legislature of New York. He was able to pursue his interest in international arbitration as a member of the Committee on Foreign Affairs, and continued to play an important role in the nation's policy making. When his term as Senator was concluded, Root declined to campaign for a second term, which would have entailed public elections rather than legislative appointment because of an amendment to the U.S. Constitution.

Involvement in political affairs was far from over for Root, though. He was known as the "chief consulting architect" in the design of the World Court at The Hague and was a vocal opponent of the prohibition movement. Root lectured extensively throughout the nation; it has been said that "It would be impossible for any man who knew him to imagine him, for political purposes, oratorically waving the American flag, or talking buncombe or bunk. He began in a low voice, slowly, often haltingly, but as he went on, cautiously and carefully putting stone upon stone, fact upon fact, working out his argument, you could see the audience going with him, and mind reacting upon mind, until he had fairly captured his hearers."

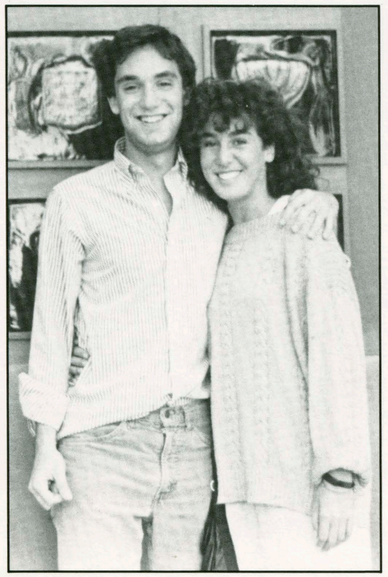
It was at this point in his life that Elihu Root's thoughts began to return to Hamilton College. Root became Chairman of the Board of Trustees and, according to Frank Lorenz, "he took a very personal interest in the school, particularly in its landscape." His interest in plant life which had begun in "Cube's Garden," was still strong and the aging Root would often tour the campus by limousine, saying "This tree must go, we must plant here, and here." Hamilton College first became a very reputable academic institution under Root's chairmanship. His attachment to the College is perhaps best illustrated by a statement made at the Constitutional Convention of 1915, "There is a plain old house in the Oneida hills, overlooking the valley of the Mohawk, where truth and honor dwelt in my youth. When I go back, as I am about to go, to spend my declining years, I mean to go with the feeling that I have not failed to speak and to act here in accordance with the lessons I learned there from the God of my fathers."

(above) Oil portrait of Elihu Root, hanging in Buttrick Hall, the place of his birth.

Israel

Since May 19, 1948 when modern Israel declared it's independence, this strategically situated nation has been at the forefront of world affairs. The author, in an attempt to explore his own cultural heritage has traveled to the Holy City of Jerusalem to experience the problems and solutions at work in perhaps the most culturally rich nation in the world.

by Adam Wergeles



"A Jew who doesn't believe in miracles isn't a realist"
—David Ben Gurion

September 28, 1985

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As the present capital, Jerusalem is a rapidly growing city of

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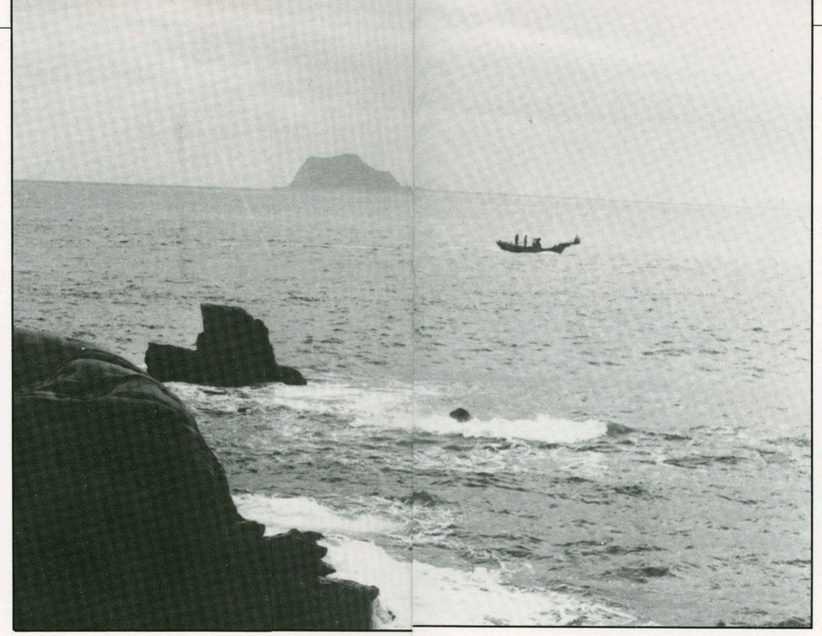

Taiwan

Ever since the fall of the mainland in 1949, Taiwan has become a 'banished' nation in the eyes of world opinion. In this hostile atmosphere, the tiny island has not only survived economically, but flourished and prospered beyond all initial expectations.

by Monique Lui

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Nepal

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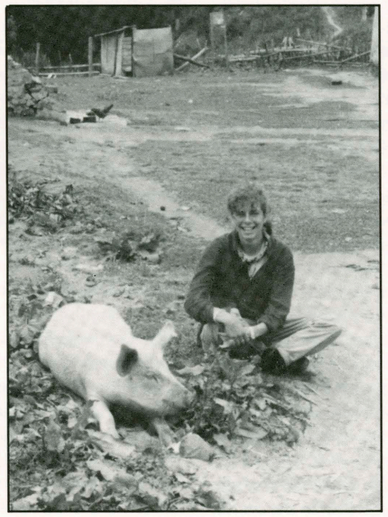

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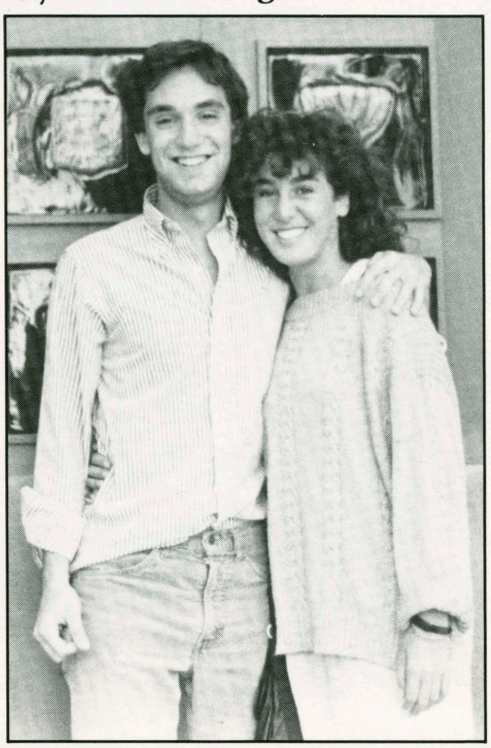

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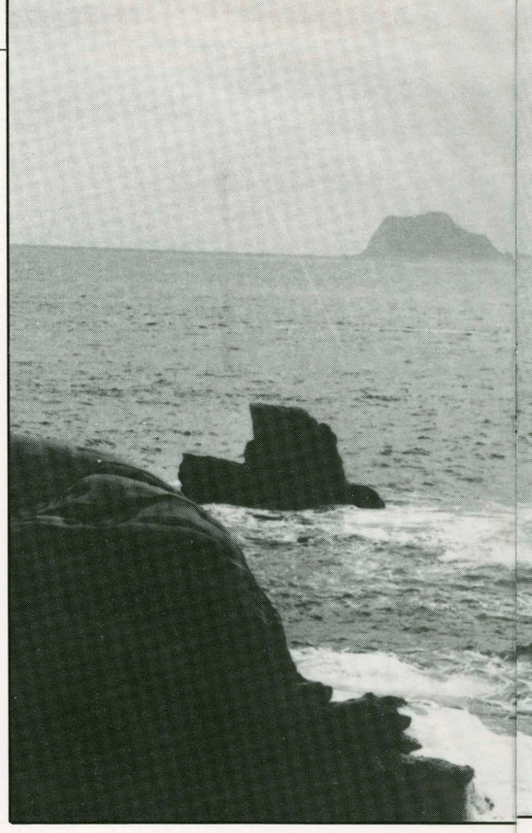

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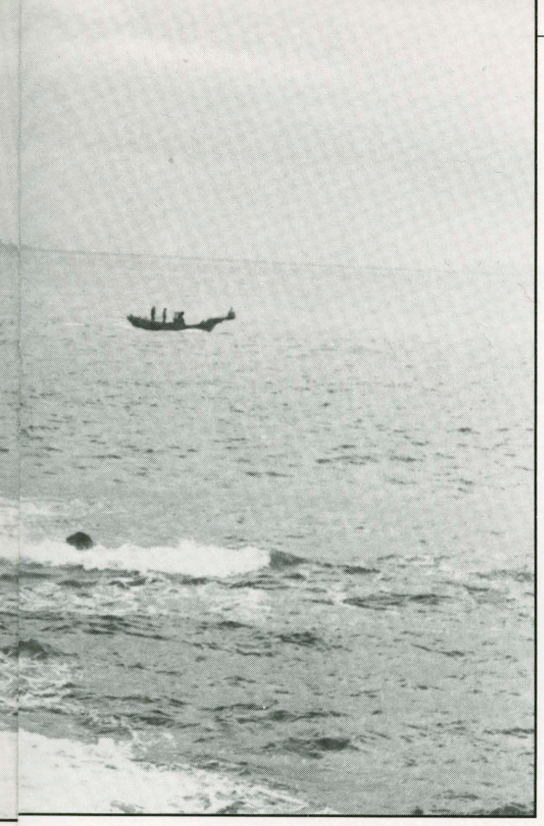

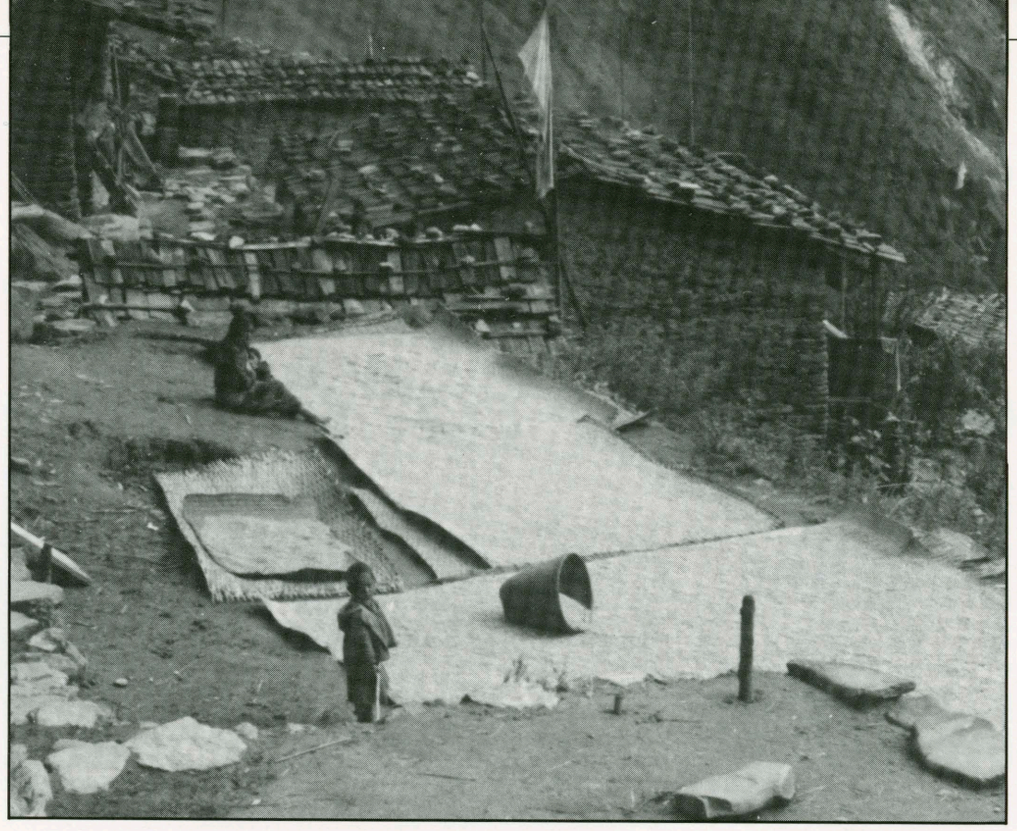

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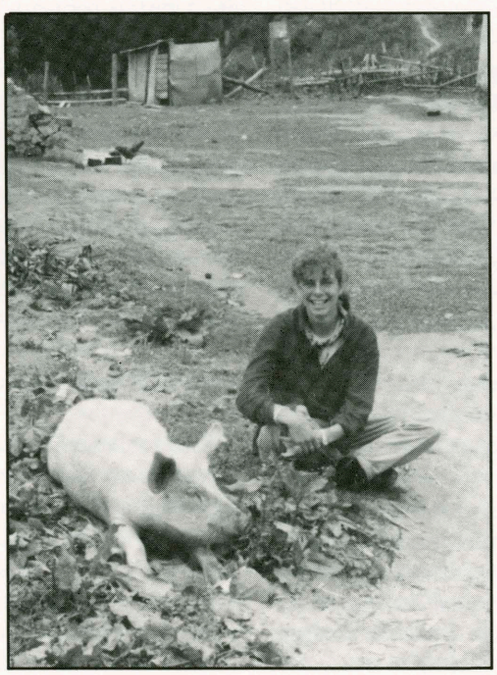

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From Jerusalem

A student's view of the Holy City

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(continued from page 22)
400,000 people. Despite its continual industrialization and modernization, Jerusalem still remains the spiritual center of the country and is symbolic of that which is Israel. For this reason each segment of my article will be written from an appropriate point in Jerusalem.

September 30, Zion Square/Ben Yehuda Street

This area is roughly equivalent to the downtown of any major city, and provides a good setting to discuss the people of Israel. The most striking aspect of Israeli society is the prevalence of the Israeli Defense Forces (I.D.F.). Everywhere men and women in olive green uniforms fulfill their responsibilities to the army. Most of the men and a few of the women are carrying weapons anything ranging from a small pistol to a fully automatic M-16. It's not uncommon to be sitting on a bus and feel the cold metal of a gun hit you as a soldier walks by.

To a great extent Israeli society and the military are inextricably linked together. Even after the completion of active service, every Israeli must serve in the reserve forces for one month out of every year, until the age of 50 for the men and 24 for the women (or until she gets married). Consequently, it is nearly impossible for an Israeli to escape the military presence at home or at work.

It's hard to tell what kind of effect the military has on the whole of Israeli society. But there seem to be some recurrent patterns in the character of the Israeli people. To start, Israelis tend to be quite straight forward and aggressive. Less importance is placed on social niceties, while the real emphasis is on getting to the matter at hand. But the military influence has other manifestations as well. Having continually fought off annihilation, despite overwhelming odds, the Israeli people are a proud people who place a great emphasis on individual initiative and accomplishment.

Another striking characteristic of the Israeli public is their apparent passiveness about repeated terrorist threats and acts. For instance, recently a bomb exploded at a nearby bus station. Less than two hours later people were standing at that stop again.

Oct. 2 The Knesset

This rectangular edifice, clearly visible for miles, is the capital building and provides a good framework to discuss Israeli politics. In order to understand Israeli politics, it is first neccessary to throw away all preconceived notions about how politics *should* work.

Patterned after the British system, the Israeli government is a parliament with one central governing institution, the Knesset. As with the British system and any parliamentary government, it is often neccessary to form coalitions in order to achieve the majority needed to make/constitute a government. The large number of registered parties (31 in the last election) makes the creation of a viable government nearly impossible. Consequently, coalitions must be formed that may result in the overdependence of a large party on a small party. Although officially a secular state, Israel's many parties are often religious as well as political. Coalition with a religious party often entails the passing of slightly unusual legislature. For instance, El Al, the Israeli Airlines, is not allowed to fly on Saturday because it's the Sabbath. In addition, virtually every store in West Jerusalem is closed on Friday nights and Saturdays, because of the Sabbath.

Currently, the Israeli government possesses a unique form, unprecedented in the history of civilized politics. In the past election of 1984, the two major opposition parties, Labour (liberal) and the Likud (conservative) were unable to achieve the necessary majority. Neither party could find an acceptable coalition, so they were forced into a unique arrangement. The Labour and the Likud parties joined together to form the National Unity Government. There is nothing comparable in the United States system, but it would be as if the Labour and the Conservative parties in the United Kingdom were to join together to form a coalition.

Some interesting pre-conditions had to be met in order to establish this government. Normally the cabinet consists of the majority party, with the Prime Minister serving a four year term. In the National Unity Government the cabinet is split between the Labour and the Likud. Shimon Peres, the head of Labour, is acting as Prime Minister while Yitzhak Shamir of the Likud is the Foreign Minister. After two years the two men will switch positions, and the National Unity government, theoretically, will continue.

In a lecture, Member of Knesset Abba Eban referred to the coalition as "an adventure in paralysis" and quipped that the coalition has the "same structure of Noah's Arc without the promise of fertility." Despite the glaring problems of the coalition, some success has been made in handling one of the two major problems facing Israel prior to the coalition.

The first problem was Lebanon. In 1984 Israel found itself deep in Lebanon, fighting an unpopular war. World public opinion was down and most Israelis questioned the war as well. For the first time in Israel's military history, a few soldiers expressed their unwillingness to fight. Negative public opinion and a failing economy, underlined the necesity of getting out of Lebanon. Militarily, the departure posed difficulties, but politically it was nearly impossible. The problem was how to leave Lebanon with the minimum number of casualties and without losing face.

The National Unity Government managed to come together and successfully extricate Israel from the mire of Lebanon. Unfortunately, despite earlier signs of recovery, the economy continues to haunt Israel despite its earlier signs of recovery. With a tremendous rate of inflation, the Israeli government continually faces bankrupcy. Initially the coalition came together and reached two conclusions: they decided to freeze the shekel and they decided to fire 6 percent of all social and governmental employees.

Not only has the second proposal failed to take place, but virtually nothing else has been done to ameliorate the Israeli financial situation. Recently, the government revalued the shekel. Formerly 1500 shekels were roughly equivalent to one dollar; now 1.5 shekels are equal to one dollar. No one is quite sure what if any effect this will have on Israel's economy. But there is complete agreement that unless something is done soon, Israel will be in a great deal of trouble. Though the members of the coalition have shown the ability to work together under extenuating circumstances, for the most part the members "basically

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immobilize each other."

October 5 The Great Synagogue

The Great Synagogue exists in memoriam to the 6,000,000 Jews slain in the Holocaust. It is also the headquarters of the Rabbinate. The Rabbinate consists of Orthodox Rabbis and its function is to decide matters of religion. In Judaism, the *Palakhah* is the legal side of the religion dating back to Moses. The laws of *Halakhah* were set up to handle all matters of law that affect personal status: marriage, divorce, legitimacy, and conversion. The interpretation of this ancient law is left to the Rabbinate. Consequently, they are bestowed with a great deal of power.

The Rabinnate has received great deal of press lately regarding The recent influx of Jews from Ethiopia. It is thought that the Ethiopian Jews are one of ten lost tribes of Israel. When people began to realize the magnitude of the starvation in Ethiopia, Israel realized that something must be done to help the Jewish community there, whose plight was even worse than the non-Jew Ethiopian.

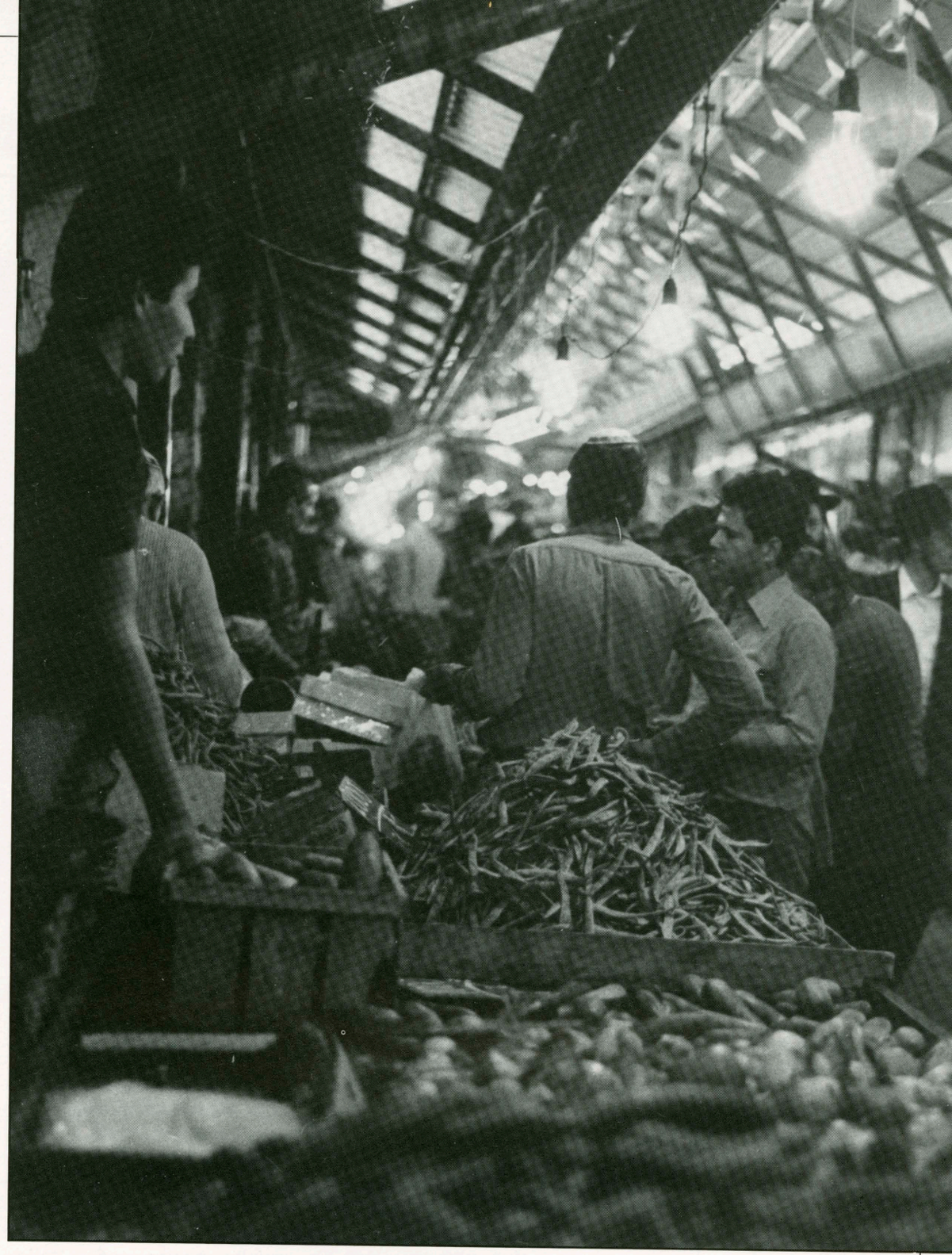
With the help of Western Europe, Israel began an airlift in the early 70's to get the Ethiopian Jews out of Ethiopia to Israel. Upon their arrival to Israel, the Rabbinate began to question the authenticity of the Ethiopians' "Jewishness". They didn't question their Jewish ancestry, however they asserted that over the 2000 years that the Ethiopians have been removed from the mainstream, Judaism has significantly changed. Since the Ethiopians have not incorporated these changes into their religious tradition, they are not purely Jewish. Consequently, the Rabbinate decided that in order for them to be accepted as Jews they must go through a ritual bath, the *Mikvah*.

The Ethiopians, standing on principle, refuse to enter the Mikvah. They feel that they are as Jewish as any Jew, and don't find any need to reconvert to Judaism, which in essence is the Rabbinate's request. This controversy has become the national topic of discussion. Some people claim that the Rabbinate is only attempting to maintain religious purity, while others claim that the Rabbinate is racist and oppressively conservative. A solution has not yet been achieved and the controversy rages on.

October 9 The Old City

Once again I'm sitting in the old city, again watching the sunset, and my thoughts turn to what I have just written. From this article it seems easy to conclude that Israel is just another Middle Eastern country ridden with problems. In fact, I remember that the very spot where I sit used to be located in enemy territory. But there is no feeling of futility, only optimism. "Things will get better."

Although officially at war with twenty Arab nations, in the throes of an economic crisis, and led by a government that can't agree on the time of day, Israel continues to exist and shows no signs of frustration, only resolve. There's no question; Israel will still be here tomorrow.



(above) Bustling market street in the Ancient City sector of Jerusalem. (previous page) Israeli memorial to victims of the Holocaust. (opposite page) Workers in a Nepalese rock quarry.

By the shores of the Baghmati River: A Hamiltonian in Nepal

(continued from page 29)

After a four day orientation period at the campus of the School for International Training's campus in Brattleboro, Vt., my twenty "classmates" and I flew from New York to Kathmandu. I knew very little about Nepali culture and nothing of the language. It seemed hard to believe that I was soon to become part of the world I saw going on outside the school's windows. I was, however, given little time for self-doubt. Within three days of arriving in Nepal, I had moved in with a Nepali family on a farm outside the city and was attending four hour daily language classes.

My memories of the first few days in Nepal are still quite vivid. I watched Buddhist cremations by the shores of the Baghmati River, saw children defecating on the sidewalks of the busiest streets of Kathmandu and was offered the opportunity to change money or buy hash on the black market at least once every twenty feet that I walked. I remember wondering whether riding my bike through the overcrowded streets of Kathmandu, dodging cows and taxis, would ever cease to be a hilariously dangerous experience, and I was overcome by the noise and filth that surrounded me.

There were many unusual and awkward moments when I first moved into my Nepali family's house as well. Only one of the thirteen people living in my home spoke a little English, and the first week was therefore filled with smiles, "hellos" and hand signals. We were soon able to communicate with each other, and I realized that my family was just as curious about me as I was about them. Upon returning home from school each day, I was confronted with a barrage of questions. "Why aren't you married yet? Why don't you eat more rice? Why does everyone in the United States get divorced?" Some of the questions were much easier to answer than others.

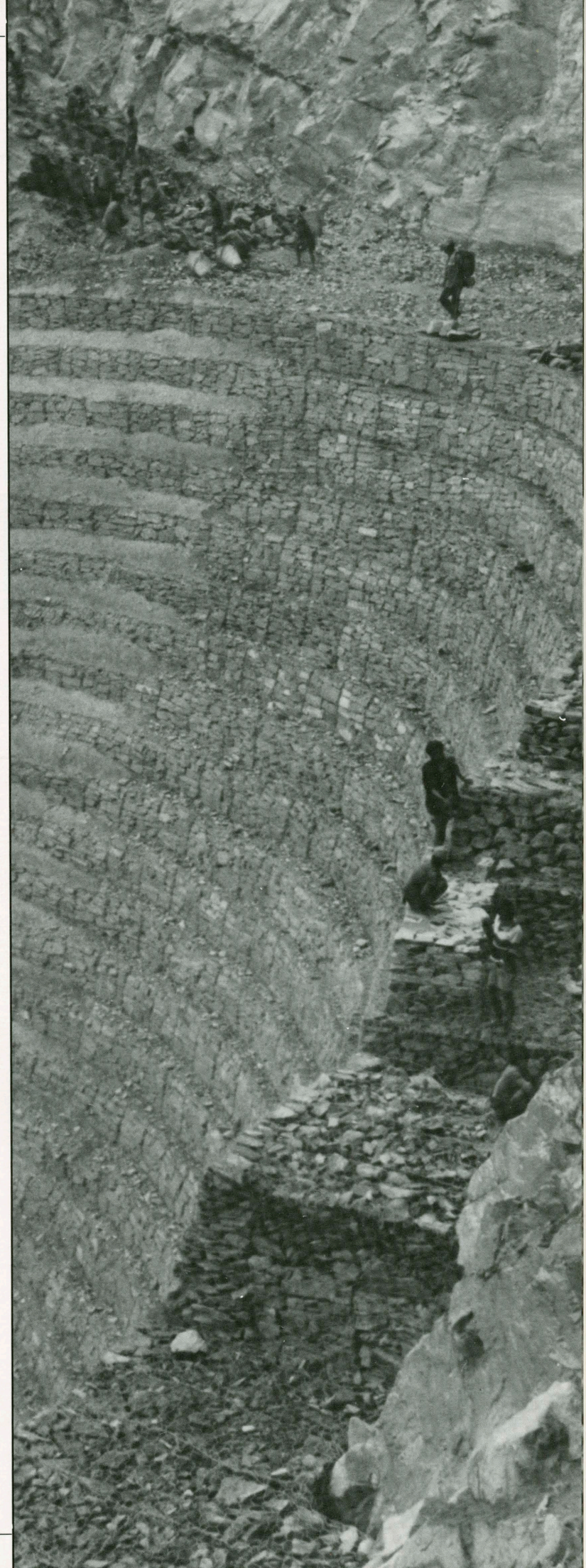
Although my family was only asking me these questions because of their natural curiosity about a life they knew must be very different than their own, I found that even the most naiive of the questions forced me not only to carefully examine the culture I was living in, but also to constantly re-evaluate the worth or the significance of my own culture. I was made acutely aware of cultural differences and found myself analyzing the reasons for and effects of traditions I had previously given such little consideration.

Listening to my brother's explanation for what he claims is a 70 percent divorce rate in the United States enabled my to understand what he believed to be an important function of the Nepali caste system as well as the reason for arranged marriages.

"When you get married, will it be a love marriage?" my brother asked.

"Yes, I imagine that if I marry a man it will be because I love him," I answered. "We don't have many arranged marriages in America."

"Yes, and then you can get a divorce and can be married again.



Many times," he stated. "In Nepal we get married once and stay married. It's easier for everyone that way."

A few days after this conversation took place, my sister-in-law showed me her wedding pictures. "See", she said very proudly, pointing to a picture of herself. "I cried the whole time."

My sister-in-law saw her husband for the first time on the day of their wedding. The marriage had been arranged by their parents, and the most important factor considered when making the match was caste.

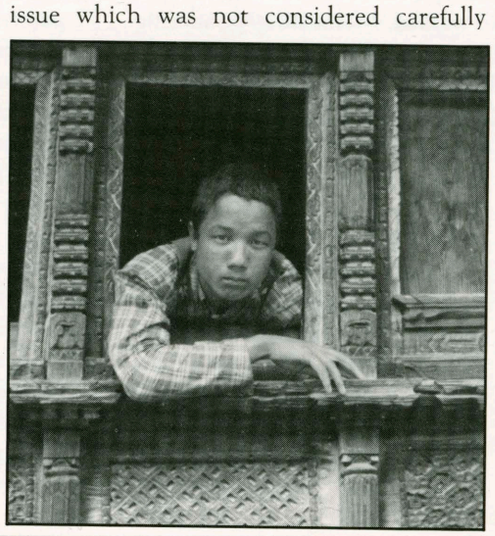
Historically, the caste system in Nepal functioned as a means by which people of similar backgrounds stayed grouped together and were thus able to retain their cultural traditions. Each caste had a very specific role to perform, and keeping the castes separate insured that all of the necessary social, religious and economic tasks would be accomplished. While the Brahman caste taught the Vedas (the 'texts' of the Hindu religion), the Chhetris studied the Vedas and comprised the warrior class.

Land owning systems based on a common trust were sometimes developed within certain castes; once the money collected from these land groups was used for conducting worship, holding festivals and arranging for feasts. The family became the important sub-structure within a caste; it was necessary that families stay together in order to farm so that land could be passed down from father to son.

Maintaining the strength family as well as the strength of the caste enabled the diverse peoples who comprised Nepal's population to retain their traditions and wealth. There is a definite social stigma attached to marriages of mixed castes, according to most Nepalis, for a mixed marriage implies that the child did not respect his/her parents' wishes. It is believed that at the time of a child's birth, Nepali parents know of the person their son or daughter is destined to marry. This arranged marriage is based on fate, not chance or accident. If it is accepted from the time of birth that a marriage was destined to be, divorce will probably not occur.

As I spent more time in Nepal, it became possible to see beyond the petty problems and superficial difficulties which had at first been such a distraction, preventing me from observing the subtleties of Nepali life. I became used to always being dirty, and the noises of the city no longer semed so loud. I began to feel more a part of the culture I was living in, and soon the more complex elements and contradictions of Nepali politics and economic situation became apparent. Economic development, an issue which I had assumed was very clear cut in its good intentions, soon revealed itself to be a very complicated as well as politically controversial issue.

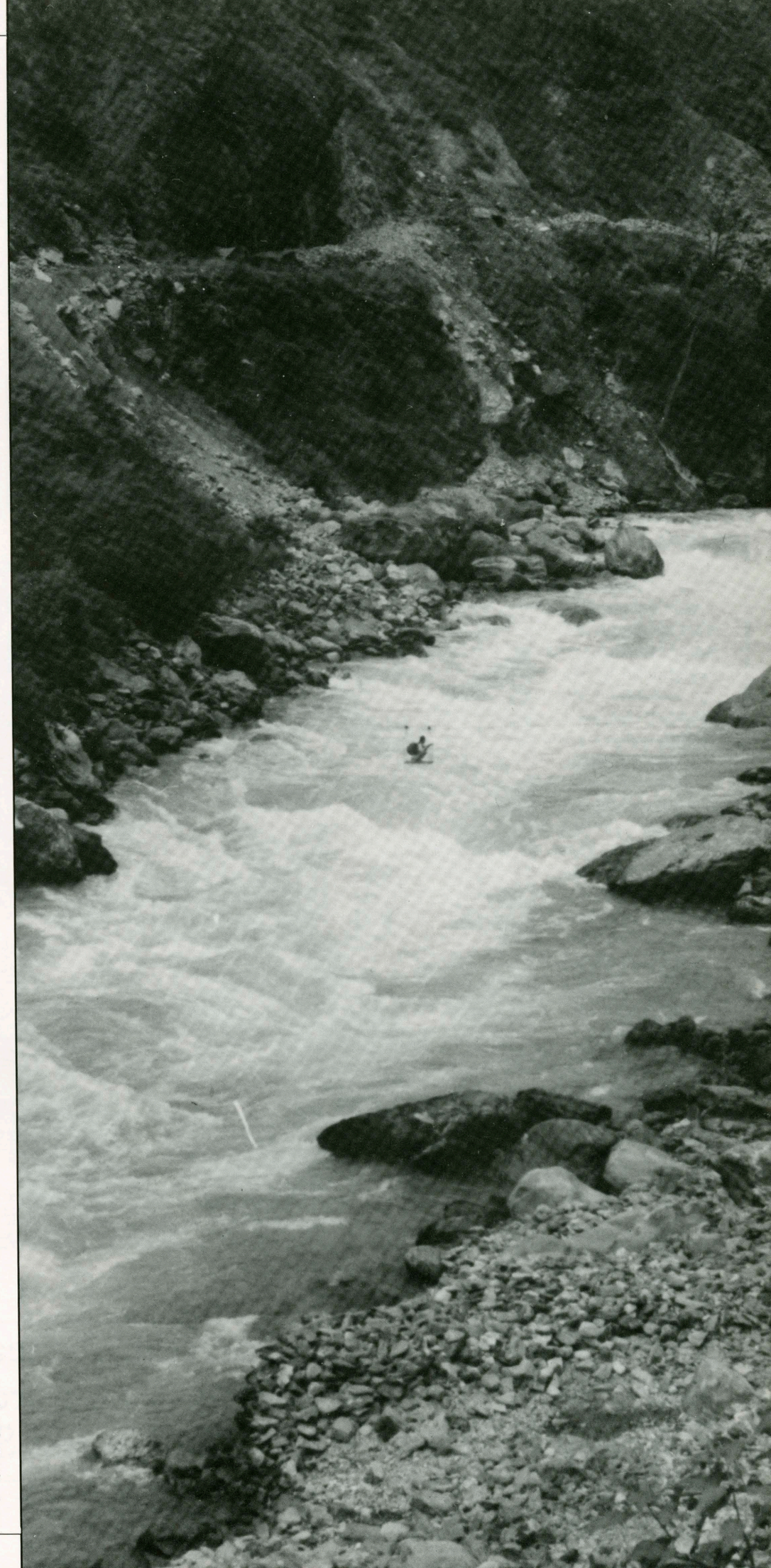
U.S.- sponsored development emerged as a national goal in the late 1940's as a vision of a better life for countries without capital or technical skills. Deliberate political and economic changes were to be brought about through a massive infusion of financial and technological resources. Today in Nepal, 70 percent of the country's national budget comes from this type of foreign aid. While for the most part, the aid is given for constructive purposes, in many instances, the long term effects of such massive amounts of foreign aid were not investigated sufficiently before funds were provided. One of the most serious failures of foreign aid in Nepal is that often the money does not reach the poorest people. Instead, foreign aid enters the country through the Nepali government and tends to remain there among the richest and most educated of all Nepalis. Another important issue which was not considered carefully



before such huge sums of money were given, is whether or not the Western world is creating an environment in which a continuing dependency on outside aid is impeding self-reliant development. Self-reliant development does not have to mean self-sufficiency; nor does it rule out cooperation with outsiders. What it does mean, however, is that the basic decisions about the speed and direction or change must come from within the poor nation, in accord with its traditions and resources. When 70 percent of the national budget comes from foreign sources, there is great potential for an adverse impact on the recipient country's cultural values as well as potential for the creation of an environment where the recipient country cannot, independent of more foreign aid, support the new industries and technologies.

Recently, it has become obvious that longer term development approaches are needed in Nepal to permanently raise the peoples' standard of living. Development programs have now been initiated which are sympathetic to the problem of Nepal's dependence on foreign aid. These programs focus on working within Nepal's traditions and available resources rather than blindly imitating the methods of Western and Eastern industrial nations. Organizations such as Save the Children and Church World Service have begun working at the village level, introducing seed varieties and irrigation facilities, and training local people as health care personnel and school teachers. Technological efficiency is still desired, but in ways that create more rather than fewer jobs for people. If executed with this type of cultural sensitivity, I believe that development in Nepal has the potential to significantly improve the lives of the Nepali people in ways which the Nepalis believe are important.

What I have discovered during my stay in Nepal is that learning, if it is to be truly worthwhile, need not be goal-oriented. Aware that I must remain skeptical and act with critical judgment, I immersed myself in Nepali life and was then able to discover many contradictions within the society. These contradictions made the society no less valid, but instead served to teach me new ways of looking at the world. When presented with a problem, we are often told that the best solution is the most rational solution. What we tend to forget is that what is considered rational is a matter of perspective and differs between cultures and individuals. Instead of embracing my own world view as being correct, I learned to observe Nepal within its own context and thus was able to develop a meaningful understanding of the country.



(top left) Village children outside their hut. (far left) American student crossing over a makeshift bridge. (bottom left) Nepalese villager. (right) Students cross torrential river via rope and hammock.

Taiwan: The past meets the future

(continued from page 23)

stare and gawk at Americans. Aside from natural feelings of nervousness before my departure, I truly wished to escape American society for a while.

My first impressions of Taipei (the provincial capital of Taiwan located in the northern part of the island) was gloomy to say the very least. After travelling a total of eighteen hours from San Francisco to Taipei, I was badly affected by jet lag. Arriving at 9 am, I stepped out of the airport and encoutered my first unforgetable experience in Taiwan—the worst encompassing steam bath I had ever felt. The humidity and heat were unbearable and I could feel it even in our air-conditioned bus. Thinking I would never be able to tolerate the weather, I looked out the bus window and observed the passing scenery of the place that would be my home for the next three months and was mortified. I saw rice paddies everywhere, with Chinese people working in the fields donning the typical round cone-shaped straw hats to protect themselves from the sun. I prayed I wouldn't be living in one of the broken shacks I saw in the field. Then I saw the city of Taipei in the distance: huge, flat, dusty, crowded and unattractive. How could I survive the next few months? The place seemed overwhelming and foreign.

> "Then I saw the city of Taipei in the distance: Huge, flat, dusty, crowded, and unattractive."

As time went on I grew to like and understand this place: its people, its countryside, its language, its customs and its food. I actually felt comfortable enough to call it home. Thankfully, I discovered I was living in a regular dorm on the Soochow University campus located in Shihlin, a suburb of Taipei. At first two bus rides into the heart of the city, sometimes taking 25 minutes, sometimes 55 minutes, seemed to be a chore. But after a week, I enjoyed riding the bus, looking at the people, the shops, and the traffic. No traffic resembles Taipei traffic. Instead of seeing bicycles as I expected, I observed that over half of the traffic consisted of motorcycles. Considered to be the fastest and cheapest means of transportation, motorcycling is popular in Taiwan. In the beginning, I watched, horrified, the unhelmetted cyclists, (sometimes in families of four or five on one bike!) zig-zag in and out of traffic between buses and cars. Eventually, I adjusted to the insanity of the traffic system— even mastered it well enough to avoid street-crossing: a life or death situation.

This traffic results from Taipei's large population of 2.4 million. The city is crowded and dirty but also exciting. For most Westerners, getting used to the restaurants, with tables and stools on the sidewalks, and the open carts selling every kind of food imaginable, is difficult. But Taipei is also a shoppers heaven. Clothes are incredibly cheap— usually one-half to one-third the price found in the United States.

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Outside of Taipei, one can find many other interesting sights. Taiwan, 120 miles offshore the mainland China

province of Fakien, is 370 miles southwest of Japan. Shaped like a tobacco leaf, Taiwan stretches 250 miles in length and is about 80 miles wide at its broadest point. Eight million people populate the island, most living in the large cities of Taipei, Tainan, Taichung and Kaoshung.

Throughout Taiwan, beautiful scenery is everywhere. The Portugese named the island "Formosa," meaning beautiful island. The Chinese people have a great appreciation for nature; all of the beautiful places in Taiwan are always crowded with not only tourists but natives as well. Taiwan's most famous sights include beautiful coasts, amazing rock formations, bamboo forests and awe-inspiring gorges with marble cliffs. To discover that such a small island could contain so much beauty amazed me.

After seeing such incredible sights, I better understood why the island of Taiwan was such a coveted territory. The Chinese were recorded to be living in Taiwan as early as 1000 A.D.. Except for a small majority of natives, the Aborigines, (like the American Indians), the rest of Taiwan's population is descended from various groups of mainland Chinese immigrants. The Chinese ruled over Taiwan until 1895 when the the Japanese invaded Taiwan during a war with the Mainland. For the next half century, the Japanese occupied Taiwan, requiring that everyone adopt Japanese names and to speak the Japanese language. Finally, after World War II, China regained control of Taiwan. At this time Civil War raged on the mainland between the Communist Party and the Nationalists (Kuomintang or KMT) which Chiang Kai-Shek lead. For a short while Chiang became president of the Republic of China but eventually was forced to flee by the Communist party and moved the Republic's government to Taipei. Here Chiang launched reforms for industry, education and agriculture under a nationalist government which began the phenomenal economic growth of Taiwan. Until 1979, the United States recognized the Republic of China as the only China. In 1971, Richard Nixon "opened the doors" by visiting mainland China, and finally in 1979 the United States under President Carter cut off official ties with Taiwan.

With such a long and varied history, Taiwan has a unique blend of cultures. The greatest blend is evident in Taipei. Since the US cut off relations, Taiwan has become even more Westernized. In Taipei the numerous western fast food chains are found — McDonald's, Wendy's, and Baskin Robbin's included. The popular music in Taiwan includes many American *top forty* songs. Students enjoy going to soda shops where they buy iced fruit drinks and can watch MTV videos. In the larger cities one can see huge posters advertising American movies such as *Back to the Future* and *Mad Max Beyond Thunderdome*. On TV quite a number of American series are popular including *Cagney and Lacey* and *Love Boat*. When I first arrived, I was surprised to find how Westernized Taipei appeared. I also found many young people admiring Americans, imitating their way of talking and also enjoying personal freedom and independence.

> "The Chinese were recorded to be living in Taiwan as early as 1000 A.D."

At the same time much of the Japanese culture remains visible in Taiwan as well. Their clothes imitate the Japanese style. Young people admire Japanese movie stars and listen to Japanese popular music too. Japanese restaurants are plentiful and popular in Taipei. Also, because of the fifty year Japanese occupation, many people in their 40's and 50's speak fluent Japanese and still follow the Japanese ideals. These ideals include male chauvanism. The Japanese are traditionally more chauvanistic than the Chinese.

But of course, the Chinese culture still remains the strongest influence in the Taiwanese people's lives. But even the Chinese influence is not unvaried. In China there are many provinces which have their own dialect. Since Taiwan's population is comprised of people from all over the Mainland, the Chinese people here have a variety of cultures within cultures. In Taiwan, one can find restaurants which serve evey kind of Chinese food, Cantonese, Hunan, Szechuan and Peking, each having their own specialities. Although many Americans might find all of these types food in the Chinatowns of our major cities, this variety of types of Chinese food exemplifies the blend of just Chinese cultures in Taiwan. Most people speak at least two Chinese dialects, Mandarin, the national language and another one. Which province one's family originated from often affects the whole way people are brought up, sometimes causing differences as wide as between people raised in different European backgrounds.

Fundamentally, Chinese ideals in Taiwan most evidently and most strongly influence

(opposite page) Taiwanese farmer waters his crops by traditional methods.(top) Matron prepares meal in her restaurant.(right) Street market in Taipei

the family. Even though to the outside world, Taiwan appears very Westernized, the majority of the families still follow traditional Chinese ideals such as unquestioning respect for elders, ancestor worship, stress on strong family ties, obligatory feelings of duty and parental approval of one's fiancee or even one's date. The relationships between Chinese parents and their children are not as open as those of the Westerners. Although most of my Chinese friends love their parents very much, they rarely discuss important problems with them. Of course no family is identical, so it is not possible to completely generalize, but overall, American families communicate more than Chinese families do. In some ways, Taiwanese traditional family life seems to be a paradox: While respect and physical closeness (family members all live together and eat meals together) are expected, parents and children often lack emotional closeness. Even this characteristic of the family changes as time passes. Depending on the family, old ideals are not as rigidly followed—young people are allowed more freedom and the Western ideals such as openness and honesty between family members, are observed more frequently.

Chinese ideas and methods of bringing up children vastly differ from American practices. One example concerns the attitude towards education. While education is extremely important to the Chinese, few parents seem to take an active interest in their children's everyday schooling. They expect their children to do well in school but rarely help them. Instead parents expect children to take care of themselves. The educational system itself in Taiwan completely follows the traditional Confucian system.

Basically, the only way to improve one's social status is through education. Consequently children from an early age are taught the importance of studying hard and doing well in school. All students after ninth grade take a nation-wide exam to enter a senior high school. At this point, students are divided into various categories: top students, middle students, students sent to vocational schools and finally those that must start working. Here the pressure intensifies and finally climaxes when the students must take a college entrance exam. Since only thirty percent score high enough to enter a university tions that a student takes is determined by recognition by most of the World has left it English, Math and Chinese. While English, Math and Chinese are required, the other sections that a student takes is determined by what he/she chooses to major in at the university. Thus, students must decide very early where they will concentrate their studies.

Students not scoring well enough to enter college encounter more difficult choices. Some students try to pass the exam again. They enroll in prepartory courses and study everyday for a year. Female students who do not pass either try again, begin working or try to go abroad. After college, some students try to go to the United States for graduate study. Some male students immediately enter the military to serve the required two years; all men are required to serve after they complete their education. No Taiwanese man may leave the country before he serves in the military.

"Surprisingly, families living in rundown houses with no air conditioning or modern plumbing may own not only a television set but a VCR."

Although salaries in Taiwan are very low compared to the U.S., the cost of living is also much lower than in the U.S. Most families seem very rich in comparison to many other developing third world countries. Some examples of these low costs: private college tuition, $450 a semester; public college tuition, $200 a semester; one course lunch (noodles or rice), $1. Wages for a McDonald's worker or a waitress in a restaurant average $1/hr. Yet most families own TV sets and over 50 percent own VCR's! Because Taiwan is such a large producer of consumer goods, most Taiwanese families can afford home appliances and clothes without a problem. Surprisingly, families living in rundown houses with no air conditioning or modern plumbing may own not only a television set but a VCR.

Three months of studying in Taiwan enabled me to learn a great deal about the Taiwanese people and their culture. I did not get a completely comprehensive view because most of my friends were from big cities and were probably better off than others. As in all countries, a difference between country people and city people regarding home conditions, clothes and education exists.

Taiwan, however, is going under a transformation from a traditional society to a more liberal and Westernized society. This change is apparent in many areas of Taiwan. In the middle of busy highway overpasses, I see plots of land where many people still grow vegetables as their livelihood are found. Amidst all the colorful, trendy clothes of the younger generation, some people still wear the old fashioned Chinese pointed hats, Chinese slippers and even occasionally old women with bound feet.

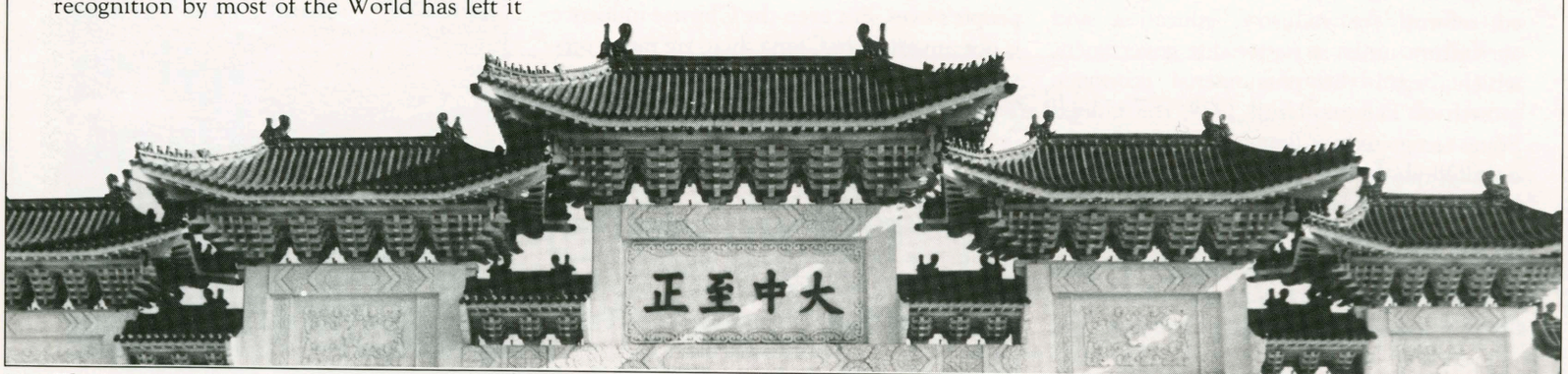
In Taipei, next door to McDonald's may be huge food markets in the street where people can buy fish and shrimp still swimming and vegetables just picked that morning. Around the corner from a modern pharmacy, lies a snake alley where traditional Chinese herbs for medicine are sold. Men working in stalls cut open live snakes and sell their fresh blood to people who desire more vitality.

While some people drive around in new models of Mercedes Benz's, farmers still water their crops with water cans balanced on sticks and pull their ploughs with water buffaloes. This blend of the old and new makes Taiwan a fascinating place.

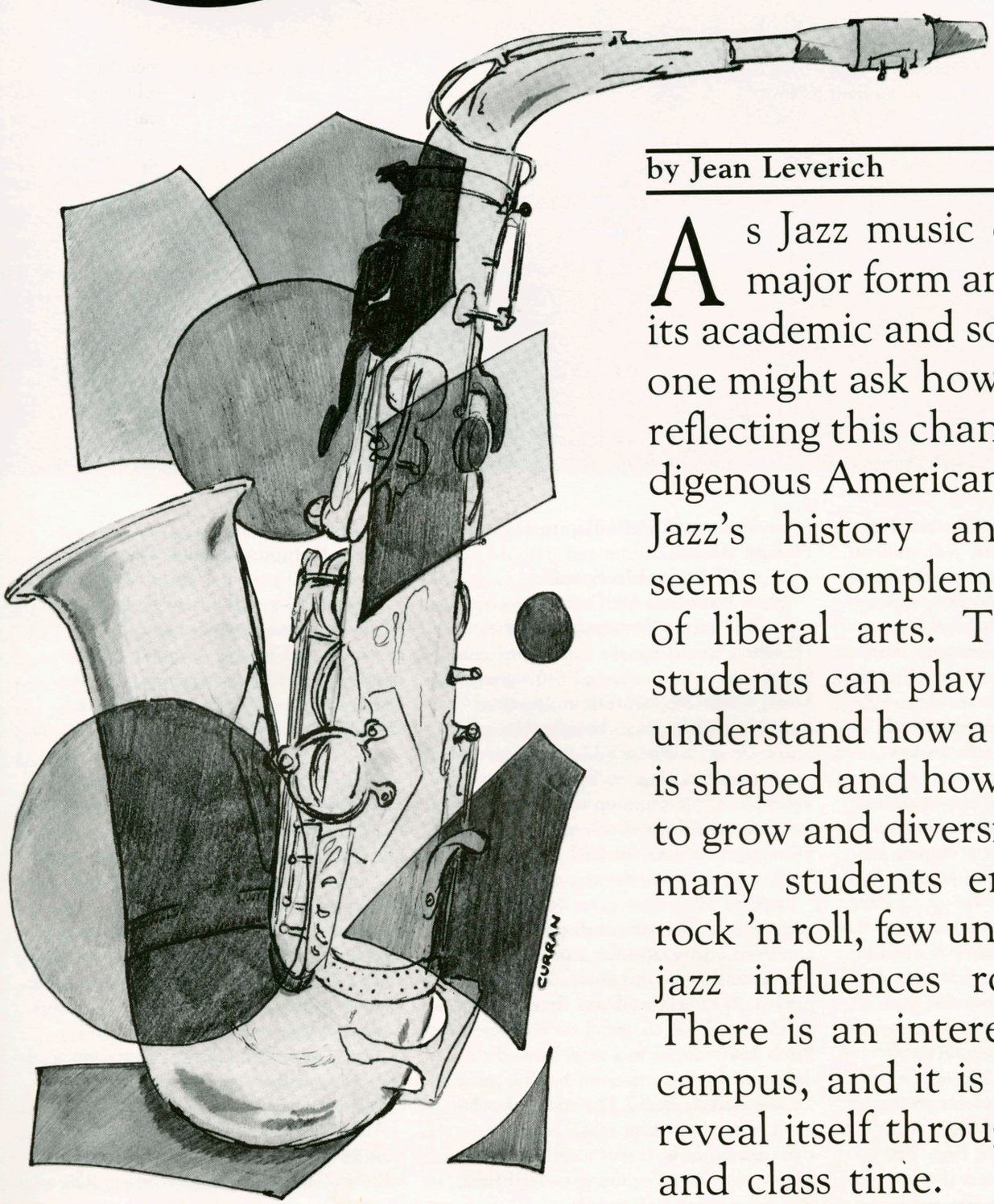
Taiwan's present state of non-official recognition by most of the world has left it more isolated and forced to become self-sufficient. The people are necessarily drawn closer and try to retain their Chinese traditions in the face of intense modernization.

Living abroad in Taiwan has not only taught me about the similarities of people all over the world but more importantly, I've gained a richer understanding of the Chinese culture, the oldest civilization in the world.

I will be sad to leave this uniquely traditional yet modern country. I admire the Taiwanese for being able to blend both aspects so well. I hope that I can somehow learn to tolerate and accept change without losing some of my basic ideals the way the Taiwanese have done.



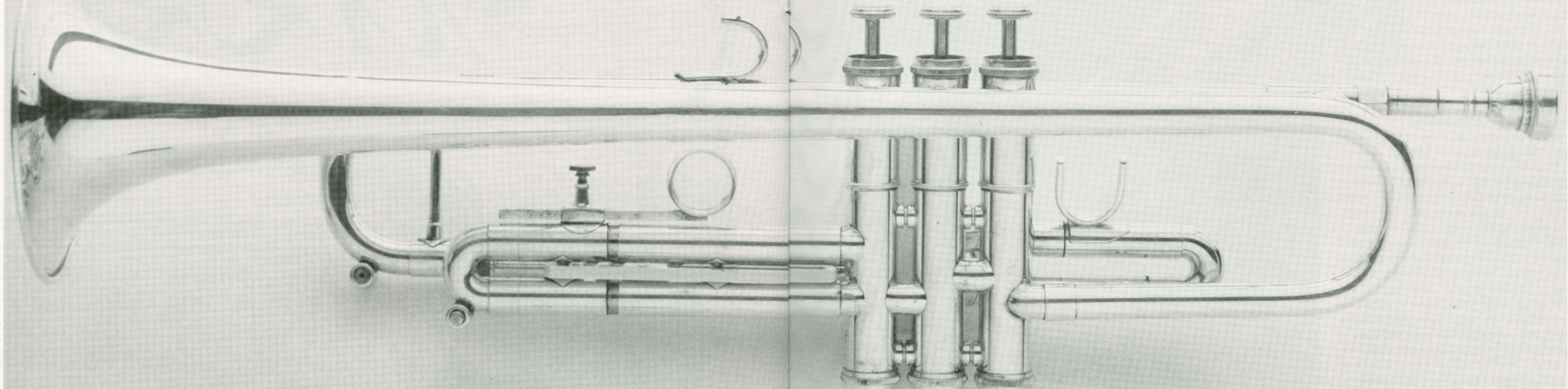
The Direction of Jazz at Hamilton



by Jean Leverich

As Jazz music emerges as a major form and establishes its academic and social validity, one might ask how Hamilton is reflecting this change. As an indigenous American music form, Jazz's history and character seems to complement the goals of liberal arts. Through jazz, students can play a music and understand how a musical form is shaped and how it continues to grow and diversify. Although many students enjoy hearing rock 'n roll, few understand that jazz influences rock as well. There is an interest in jazz on campus, and it is beginning to reveal itself through live music and class time.

C•O•O•L J•A•Z•Z



When Ben Poole '84 arrived on the Hill as a first year student, he was told by the Admissions department that there was a jazz club called Royal Blue, which provided interested students with an opportunity to play jazz. Poole signed up to play during Orientation. Although twenty students had expressed interest, only ten showed up. The band's leaders decided that ten musicians wasn't enough to play Big Band music, so the band was cancelled. Poole was upset that there was now no outlet for jazz, but a visiting professor offered a jazz course in January Term of 1981.

After teaching six or seven hours in class each day, professor Barry Kornfeld would take out his sax and jam with the students, making them improvise, even if they'd never done so before. "It was embarrassing," Poole remembers. After J-term, the students missed having the opportunity to play. Four students in the class formed a small combo with other members and called it Delta Bop. The combo has continued to exist in one form or another, from Delta Bop to D-Bop to Straight Ahead.

Ensemble Formed

When Poole and Joe Duffus '84 created a petition asking if students thought Hamilton would benefit from a jazz ensemble or course and collected 640 signatures, Music Chair Stephen Bonta approved their plan. Dean Rice thought that a jazz ensemble or course would be an asset to the community, but no funds were available. Poole came up with a proposal for an accredited jazz ensemble and visiting jazz courses, as well as the budgeting necessary for the courses.

In April of his first year, Poole received mixed news. The jazz ensemble had been approved as a course for a quarter credit, but no full credit jazz course had been approved. "I remember Dean Rice gave me a check for $1,500 to spend on equipment at Pete's Music Store in Utica. I bought a drum set for half price; we had no money for the electric stuff." The music department funded all sheet music and instrumental needs. It was clearly a tough beginning, but a beginning nevertheless.

Campus Interest Grows

During the past two years, Hamilton College has hired full-time Professor E. Michael Richards, who directs the jazz ensemble and teaches a course on the history of jazz in the spring, indicating that jazz is becoming a more accepted discipline at Hamilton.

A bit of History

In the 1940's there was a movement away from swing, the big band format of Count Basie, Cab Calloway, Glenn Miller, and Benny Goodman, as musicians such as Dizzy Gillespie and Charlie Parker developed Bebop, or Bop. Bebop ensembles were much smaller, about ten musicians, and emphasized improvisation almost exclusively. Bebop combos were for virtuosos; in a small combo the musicians had incredible technical control they couldn't get in a big band, where many of the other players were not as technically competent.

Although Bebop was recognized as the frontier for jazz, it did not have a large following. It seemed that now jazz was an art where the audience was not as important. Bebop led jazz away from being a pop form to being an art form intended for a specialized, knowledgeable audience. The harmony and rhythm of Bebop was more complex than of popular music. As a result, the music was not as accessible to the general audience. With the advent of Bebop, many classical musicians became fascinated with jazz.

Jazz, according to Richards, is a true American music, developed in America by Americans, yet influenced by African, Cuban, Central American, European, and American folk music. Jazz was initially played by and for black Americans. In the 60's jazz became a part of the college curriculum, despite previous thought that jazz wasn't an academic discipline, simply a random assertion of notes without coherence or definition—qualities intimitely associated with conventional musical concepts. Jazz artists today, such as Wynton Marsalis, are extremely knowledgeable *musicians.*

Marsalis grew up listening to his father, jazz pianist Ellis Marsalis, but also studied classical trumpet at Julliard School of Music. Modern jazz musicians have an advantage over their predecessors. There are many recordings of different artists from the present and previous eras available. thus enabling them to experience many different *kinds* of jazz.

'History of Jazz' offered

Professor Richards says his course, *The History of Jazz,* complements a liberal arts education because, "we're talking about how this form of music came out of an American society." It is valid to study jazz as an academic discipline because "improvisation is not something that just comes naturally as an expression of emotion and feeling, but it can be studied and there are methods of training your ear. The ultimate is to make what you hear in your head come out the other end of the instrument."

The course is popular because jazz is an American form of music; students have heard more *American* jazz than *European* classical music. The initial reaction to hearing something before tends to attract students.

Technical complexity, artistic simplicity

Once one realizes what they are, the patterns in jazz are quite apparent; the theme and the melody are based on fairly simple harmonic progressions. A blues progression is twelve bars and it is repeated several times. Each time, soloists improvise over the progression—it's never the same—then at the end, everyone plays again. The modern jazz pieces are more complex because there are very fast changes and straight eighth notes, with a chord change every beat. A musician needs incredible training to make sense of the music in his improvisation not only vertically in chords but horizontally in tune, in a melody that covers sixteen bars and has some kind of shape.

"Like a painter," comments Richards, "the jazz soloist has some kind of framework for his work. I don't like recordings of any type of music in a sense because they imply, 'this is the music,' but it isn't, it is *one* interpretation. A classical score has a lot of information, and the focus is on the score. In jazz, the focus is

C • O • O • L

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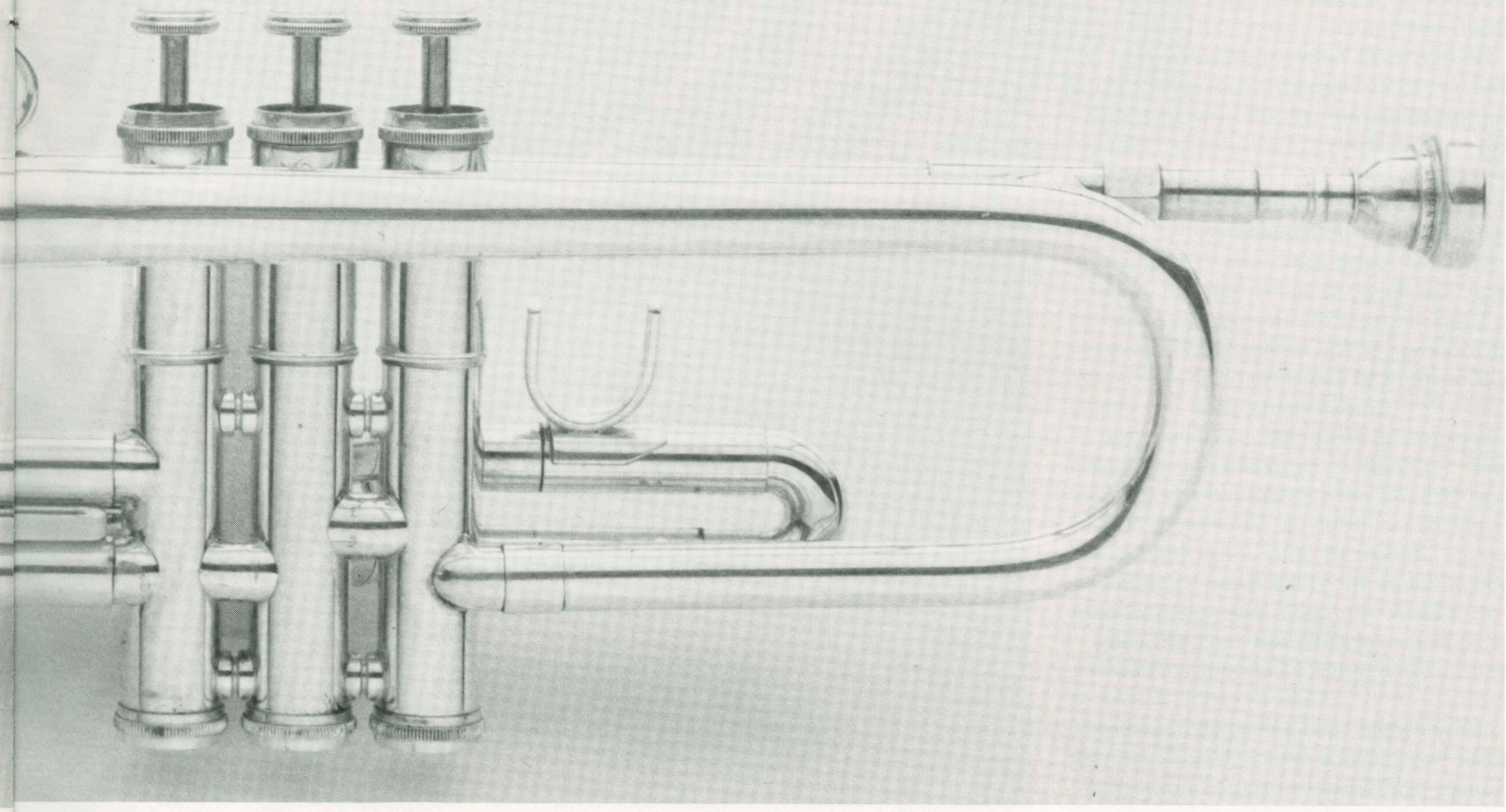

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on the *performance*. In jazz, we don't study what that person wanted to say. In jazz, the performer is the composer."

In his jazz ensemble, Richards tries to focus on the individual performers. "At a typical rehearsal, I work with the *whole* band to get everyone to play together, to sound tight." The rest of the time, the rhythm section repeats, and he lets everyone go around and do improvisations.

He feels he is helpful in directing the students to understand what makes a good improvisation. He tells each student what the positive aspects of a particular improv were, what could have been better, where they should have reached their climax, and where they lost interest.

Richards encourages them to play out more and to get as many different sounds as they can from the instrument, to do the opposite of the person before them, and to listen to each other.

Improvising Jazz

Improvising really puts people on the spot, but once it's happened a few times, says Richards, "it's amazing the level of confidence it instills in the players, not just in jazz, but in other areas. Improvisation is one of the truest forms of expression because you don't have much to hide behind—the other person can't tell you what to play. What comes out is really *you*."

Many people have a misunderstanding about jazz and link jazz with rock. Jazz has a longer and separate history, although rock, an outgrowth of rhythm and blues which developed in the 50's, took some aspects of jazz.

"The first year I taught my class," says Richards, "many students had no idea what jazz was. This year, I'll teach a better class. I feel jazz still says something to me that's accessible. I see more students being attracted, and there are more students attracted to Hamilton who are into jazz. For the first time ever, there will be a jazz group on the Music At Hamilton Artists Series. One day, I'd like to see a separate jazz series. I'd like to develop a general awareness in students here that jazz is a respectable, serious art, not just a bunch of people getting together to jam."

Students can also get more experience by studying independently with a solo performance teacher.

Jazz has an intellectual aspect because the music is not just emoting or playing from soul. "A lot of jazz educators teach jazz improvisation with a very intellectual academic approach," says Richards. "Indiana University is turning out some amazing jazz musicians, and eighty percent of all professional jazz musicians are conservatory or university trained."

"Jazz Program Supportive"

Hamilton College, of course, is not a university or a conservatory; most Hamilton students involved with jazz are not music majors. Ed Liebers '86, who plays trombone in the Jazz Ensemble and the Brass Choir, feels that the school's attitude toward a jazz program is very positive and supportive, as indicated by the hiring of Professor Richards and the introduction of a jazz course. For Liebers, one of the most important things he has received from jazz at Hamilton is one-on-one attention. "I've been listening to jazz since age five, before I listened to rock, but here is the first place I've worked on improvisation, which *is* jazz. Jazz without improvisation is *not* jazz." Liebers has worked on improvisation in lessons and with Straight Ahead, the outgrowth of an independent study in Advanced Improvisation last January. "The only way to improvise is getting with a rhythm section and improvising. You need technique, but you also need to expand emotionally," Liebers remarked. "Mr. Richards gives everyone a chance to improvise. When a lick works, it's *wonderful*".

Clockwise from the top: Matt Clark '89: The 1985-86 Jazz Ensemble; Ben Poole '84. (next page) "Straight Ahead" and Eddie Liebers '86.

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Grauberger has what he calls a "small criticism" of the liberal arts understanding of jazz: "In the Fall concert Richards seemed more relaxed, but the approach was still perhaps too classical for jazz. We need a more free form approach. Richards has a lot to say and an audience would enjoy and benefit by hearing from him. He knows the charts and history of jazz. If he'd talk to the audience, they'd learn *as well as hear*. Each chart would be given a context. Many people have no idea how the individual jazz works relate to each other.

"Straight Ahead a Success"

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on the *performance*. In jazz, we don't study what that person wanted to say. In jazz, the performer is the composer."

In his jazz ensemble, Richards tries to focus on the individual performers. "At a typical rehearsal, I work with the *whole* band to get everyone to play together, to sound tight." The rest of the time, the rhythm section repeats, and he lets everyone go around and do improvisations.

He feels he is helpful in directing the students to understand what makes a good improvisation. He tells each student what the positive aspects of a particular improv were, what could have been better, where they should have reached their climax, and where they lost interest.

Richards encourages them to play out more and to get as many different sounds as they can from the instrument, to do the opposite of the person before them, and to listen to each other.

Improvising Jazz

Improvising really puts people on the spot, but once it's happened a few times, says Richards, "it's amazing the level of confidence it instills in the players, not just in jazz, but in other areas. Improvisation is one of the truest forms of expression because you don't have much to hide behind—the other person can't tell you what to play. What comes out is really *you*."

Many people have a misunderstanding about jazz and link jazz with rock. Jazz has a longer and separate history, although rock, an outgrowth of rhythm and blues which developed in the 50's, took some aspects of jazz.

"The first year I taught my class," says Richards, "many students had no idea what jazz was. This year, I'll teach a better class. I feel jazz still says something to me that's accessible. I see more students being attracted, and there are more students attracted to Hamilton who are into jazz. For the first time ever, there will be a jazz group on the Music At Hamilton Artists Series. One day, I'd like to see a separate jazz series. I'd like to develop a general awareness in students here that jazz is a respectable, serious art, not just a bunch of people getting together to jam."

Students can also get more experience by studying independently with a solo performance teacher.

Jazz has an intellectual aspect because the music is not just emoting or playing from soul. "A lot of jazz educators teach jazz improvisation with a very intellectual academic approach," says Richards. "Indiana University is turning out some amazing jazz musicians, and eighty percent of all professional jazz musicians are conservatory or university trained."

"Jazz Program Supportive"

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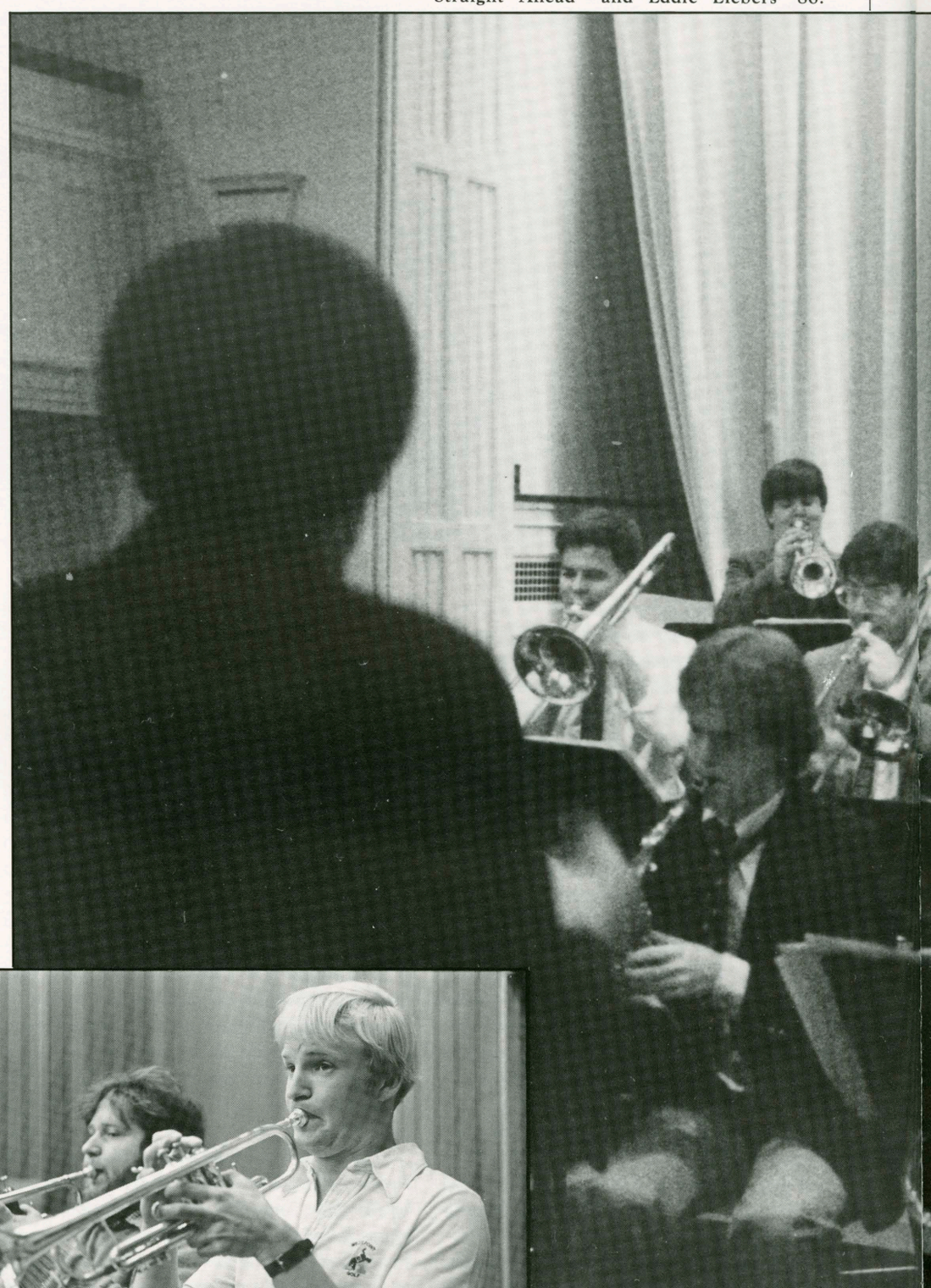

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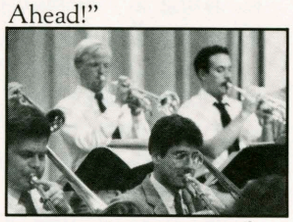
Randall Petrie '88 is the leader of Straight Ahead. The combo consists of Petrie on piano, Philip Pellitier '89 on tenor sax, Matthew Chamberlin '88 on drums, Jay Grauberger '87 on bass, Paul Kogut '88 on rhythm guitar, and Mike Mayers '88 on trumpet. "We're trying to make Straight Ahead an ongoing institution on this campus," says Randall. "When I come back as an alumnus several years from now I want to see a small combo called Straight Ahead!"

The choice of music for Straight Ahead is a collective effort and the styles are eclectic—Bebop, swing, fusion, blues—everything in an effort to expose Hamilton College to a diverse selection of music. Randall Petrie has played classical piano for 11 years. When he was in high school he never played or listened to jazz, although he was in a rock band. At his music teacher's suggestion he tried out for all-county jazz band; his prepared piece was *Fly Me To The Moon*. "It was atrocious," Petrie remembers. "They asked me the name of the piece and were surprised when I told them. One of the jurors asked me to play a classical piece, Debussy's *Second Arabesque*, just to see if I had chops. They applauded after I finished. Much to my surprise, my band director informed me I'd been selected as Nassau County jazz pianist."

Petrie took a crash course in jazz, listening to two tapes his director gave him over and over again. After five four-hour all-county jazz band rehearsals, he gained a respect for jazz, and from his senior year of high school on, he was a jazz buff.

Petrie, who became interested in Hamilton when he saw Mason Ashe '84 play guitar on Multi-Cultural Weekend, agrees that it is easy to get "hooked in a syndrome of big fish in a little pond. I only got better by my own motivation. There's a great potential here to stagnate if you're not taking lessons."

Independent studies and Jazz Ensemble help to avoid this situation. Hamilton is very supportive of its students' needs. The Music Department is allowing Petrie to do a second independent study this winter, a jazz trio.

Improvisation Theory

In jazz, a musician must have the ability to play an instrument and acquire a concept and combine intellect and emotion, explains Petrie. There are two different approaches to improvisation, said Petrie They involve separating theory and performances. When improvisation started, there was no theory: Jazz started as skill on instruments and raw feeling. "Jazz is the only native American art form that has come directly from the blacks, and to talk about theory and improvisation would be putting the cart before the horse," says Petrie. "When you're talking about jazz and the issue of theory, you're talking about what the classical musicians use to describe jazz, because once they could describe it, they could imitate it. You get to the point where you can teach somebody what a blue note is, but you can't teach them how to *feel* the rhythm."

Petrie cites an article on Wynton Marsalis in *Ovation* magazine, October, 1985, where Marsalis says: "People think you've got to starve, or be on death row, or be old or get shot to have soul, but that's bull. It's strictly a matter of awareness. Just the normal realities of life should be enough. It bothers me when people try to separate emotion and intellect. Emotion is part of intellect. The more intelligent you are, the more aware you are. Intelligence isn't just the ability to memorize notes. It's awareness."

Unless you can think it and feel it, says Petrie, it isn't jazz. "That's why a lot of jazz musicians put jazz on a higher plane than classical. Beethoven puts down the riff so he wouldn't forget it, but jazz uses all the theory and all the adroit skills and is spontaneous as well."

As Richards says, jazz is the truest form of music because the soloist has nothing to hide behind. Improvisation is risk and personal exposure, and it is the exposure of emotion which attracts the audience.

"Efforts To Interest Students"

It seems difficult to get people at Hamilton interested in jazz because they don't usually listen to it. "You can advertise all you want," says Matt Chamberlin '88, "but you pretty much have the same core." Chamberlin, who has a jazz show on WHCL and is on the Program Board as well as in Straight Ahead, thinks that the best thing for Straight Ahead would be to do off-campus gigs. "The Clinton House used to have jazz nights. There are clubs in Utica. We don't have enough opportunity to play. That's why the J-term thing last year was great!"

"I'd like to see more jazz on WHCL," Grauberger says. "To add to a listening level, perhaps the Program Board could book more jazz and take a more active role in bringing jazz to campus." Chamberlin has had a jazz show on WHCL for two years. He tries to play a lot of different styles and eras of jazz. "I don't try to lay heavy on really modern stuff—it gets repetitious. Whoever's listening wants to be exposed to different *kinds* of jazz and that's the only way to give it," says Chamberlin. He quotes Jim Benneyan '84, a saxophonist who was crucial to the development of the jazz program at Hamilton:" 'Jazz is the progressive form of the twentieth century.' That's an accurate quote, and it's true. On my show, I try and keep it lively and talk about what I just played so that people know names; keep it interesting, sound reasonably intelligent and well educated."

Wayne Greene '86, the director of jazz at WHCL, tries to attract students to jazz. When Greene was doing a jazz show on WHCL as a first year student, WHCL played 10-12 hours of jazz a week. "I noticed an inadequacy of library and airtime. There was no jazz except in Utica universities. Ben Poole had just started the Jazz Ensemble and its presence was growing during my sophomore year." Greene became jazz director of WHCL as a junior and started to increase WHCL's record library.

The influence of jazz will be felt in the Spring on WHCL. "Ideally," Greene says, "I would like jazz on WHCL to be as progressive an alternative as new music. Innovative types of music should be mixed with traditional music."

Today, jazz fans have a wealth of old music to explore and a constantly advancing wave of new music to experience. Hamilton also has fostered an awareness of jazz through course offerings, The History of Jazz and independent study and student bands. For those who live in a metropolis, next time you're home head downtown and see some live jazz. If you don't live in a metropolis, catch a bus. In the meantime 88.7 is your best bet for the best of jazz in the Mohawk Valley.

THE POWER BROKERS

Four of Hamilton's most distinguished alumni have cultivated a great deal of power in their careers. Whether it is through the impact of the written word or the force of public office, each have demonstrated the ability to affect the lives of a broad constituency. Here are their stories.

by Kanchalee Svetvilas

Everyone dreams of making it big some day. Four Hamilton alumni, Terry Brooks '66, Michael Castle '61 Sol Linowitz '35 and Barrett Seaman '67 are all success stories in their own ways. Michael Castle is governor of Delaware. Sol Linowitz co-founded the Xerox corporation, served as ambassador to the Organization of American States and served as special envoy to the Mid-East Peace Talks between Anwar Sadat and Menachem Begin. He has recently published his memoirs in a book entitled *The Making of a Public Man*. Barrett Seaman is White House correspondant for *Time* magazine. Terry Brooks is the fantasy writer of the Shannara series as well as a practicing lawyer.

MICHAEL CASTLE

Class of '61

Governor of Delaware

Michael Castle graduated from Hamilton in 1961 with a major in economics and went to Georgetown University Law School to receive his law degree in 1964. He was then appointed Deputy Attorney General of Delaware. In 1966, he became one of the youngest members of Delaware's House of Representatives. After serving for two years, he was elected to the State Senate and became its minority leader from 1975 to 1976. He then took a break to practice law and in 1980 he became Lieutenant Governor. In 1984, he was elected governor of the state of Delaware.

Thinking back to his years at Hamilton, Castle said "Hamilton was an influence, although it didn't actually influence me to go into government. It helped me to go to law school." The courses he took in English, public speaking and logic, he said, "gave me a good background in communications." He feels Hamilton also provided "a challenging academic, intellectual background for governmental and political areas." Hamilton, according to Castle, helps you to learn to think for yourself and become independent because you're on your own. "That's very important beyond the professors and courses."

When he came to Hamilton, Castle said "I did not have a particular field or career in mind, but the background Hamilton provided was great preparation. I can't stress the background enough. Sometimes people go into technical schools or specialized ones, and they are too focused and too limited. A liberal arts education is the best education you can have because you can see the broader aspects."

Castle majored in economics, but did not feel it was a strong major. "It has been helpful, but not more important than other courses I took. It was not more helpful than English or public speaking. I was not a talented speaker. The repetition helped me. I'm disappointed that the speech requirement is gone because it forced you to do something you wouldn't want to do. It's a vital skill."

After he graduated, Castle went to law school because "it was an interesting thing to go into. . . At first, I had no interest in government." His first involvement he said came while he was at law school. "A friend of mine at law school asked me what party I belonged to. I said I was a Republican. He then asked me 'How'd you like to be President of the Young Republicans?' I asked him, 'How can I do that?' He said, 'Well, I'm the only other member, so you can be president."

After he served as Deputy Attorney General, Castle was asked to run for Delaware's House of Representatives on the Republican ticket. At the time he didn't think he would win because it was a Democratic district. He ran because "I was told I could use it to spread my name for my law practice." Castle took it a little more seriously than that, using a different strategy from previous candidates. "My campaign strategy was to knock on doors. That was a very unusual thing to do. That, and 1966 being a Republican year, helped me to win. I did the same thing for the State Senate race and won again."

After practicing law for a while, former governor Pierre S. du Pont IV appointed him Lieutenant Governor with the understanding that he would have the opportunity to run for governor after du Pont retired. He said, "I never regretted it. I enjoyed being Lieutenant Governor and Governor more than being a legislator. The legislative situation is frustrating. It seems hard to achieve anything. As an executive I have a chance to run the state. I appreciate every moment of it."

In considering what attributed to his success in government, he felt it was hard to judge himself. "I try to be very open. I was successful in that way. I try to be outspoken, reasonable and logical. My courses in logic at Hamilton helped here. Some legislators tend to be unreasonable and impractical. I wonder how they were ever elected." Continuing, he said, "I try to avoid arguments, but you can't capitulate to all demands. You have to be able to say 'yes' or 'no'. I also try to reach out and listen to everyone."

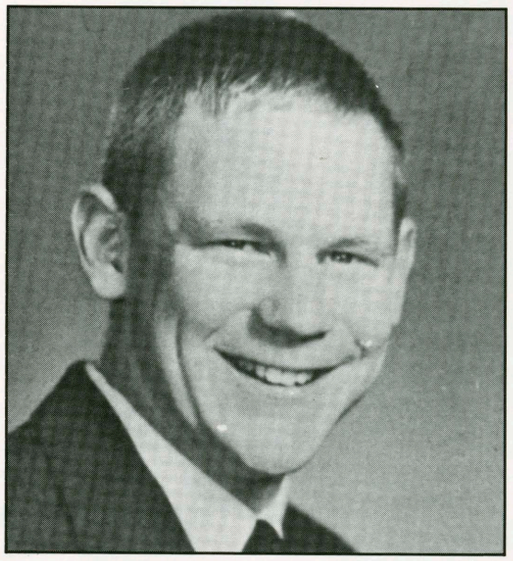
This policy helped Castle change the role of Lieutenant Governor from a ceremonial role to a more active role. He said the change came "because of my own nature, my close relationship with the governor, and because I was getting ready to run as governor. I was able to do things others could not do. Before, they had mundane duties such as running the Senate and Board of Pardons."

Some of his activities as Lieutenant Governor included chairing the State Task Force on Education for Economic Growth, heading the Governor's Small Business Council, and chairing the Governor's Task Force on Drunk Driving. He also represented the Governor at public functions partially because he was interested in running for governor. "I did local things for him. It was a unique relationship. I helped the governor, but I was second fiddle to him. People would wonder whether I could do the job."

In serving as governor, Castle feels Delaware "has been on a roll in education and the economy." He attributes it to "the great feeling between the public and private sector." Castle says he has general goals for Delaware. Some of them are "making sure there are opportunities in education, making sure there are jobs. There is no precise way of getting there." He is working towards those goals, but said "a lot of it is what comes to you. I have no specific four-year program. It moves too quickly for that." He feels government is "a fast-moving field. That's what makes it absolutely fascinating."

This he feels is related to the relative youth of his quick pace staff. "I have very young people in my administration. Of the 26 people on my staff I'm probably the oldest at 46 years. My chief of staff is 34 years old. They're talented, hard-working people. Some have the chance to appear before Congress." Some of his staff he said came from the private sector, working for du Pont company. Some have a government background, but not all have law degrees. Also, he said, "We're not polarized in policy. We have both parties working here getting the job done."

Castle feels government is a good field for people with a liberal arts background. He feels "There is not as much structure in government. There are different departments you can move into. If you're good, you can move up quickly." Also you can advance quickly, he said, because, "it's not as popular as the private sector."



Another rewarding aspect of a government career, he feels, is the chance to work on campaigns. "You become more integrally involved. The excitement is incomparable. It is exciting to work with a candidate."

Presently, Castle is involved in the National Governors Association's Committee on Human Resources. He said this committee "focuses on the economy, welfare, support programs up to education." Now they are concentrating on infant mortality. Eventually, they want to bring the issue up on the national agenda.

Castle says sometimes he talks to students interested in Hamilton because he feels Hamilton is well recognized in New York, but in Delaware it is less so. "It is frustrating to a graduate. I wish Hamilton would spread the name more and would develop a broader base across the country."

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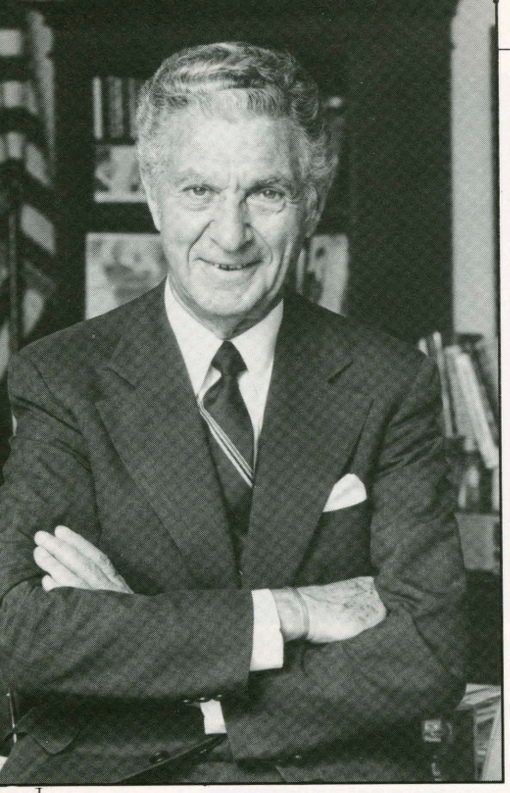


SOL LINOWITZ

Class of '35

Diplomat Washington lawyer

Sol Linowitz graduated from Hamilton College in 1935 and received his law degree from Cornell University Law School in 1938. After graduating from Cornell, he moved to Rochester to work for the law firm of Sutherland and Sutherland. During World War II he worked as chief of the Rent Control Review Branch.

When the war ended he returned to Rochester to continue his law practice and became a partner. Through his work with Haloid, the founder of Xerox, he helped to protect the company through patent laws and anti-trust suits. Linowitz also became Lyndon Johnson's ambassador to the Organization of American States as negotiator of the Panama Canal Treaties. He worked for Jimmy Carter as special representative to the Middle East Peace Negotiations. Recently, he has published his memoirs in a book called *The Making of a Public Man.*

Sol Linowitz valued his years at Hamilton and reflects with fond recollection. "My best preparation was a liberal arts education at Hamilton. It was a base, a background which served me in good stead in my law career and other activities. The liberal arts education that Hamilton uniquely provided gave me a sense of history, a sense of the world around us, a sense of what has been thought, felt, and written in the past as a guide to the present and future."

Linowitz majored in German, and profoundly influenced by his German professor, Mr. Hauch. "He gave me a respect for foreign languages, and the need to understand how others express themselves." Another faculty member who influenced him was Professor Rudd. "He taught me English Literature and gave me a respect for language and the need for the precise word for an idea."

Considering the courses he took at

Hamilton, he said, "My classes in philosophy, music, science and math acquainted me with other areas of thinking, and the experience helped to give me a more rounded and fuller appreciation of problems."

While he was attending Hamilton, he said, he had "made no clear decision" of going to law school. In fact, "I was undecided until my senior year. In my book, I wrote I had a choice of becoming a rabbi, a lawyer or a high school teacher of German." He decided on law school, but only after "I kept my options open until I felt I learned enough to make an intelligent judgement. I talked to lawyers, read about law, studied constitutional history. I got a feeling of what a lawyer could do." Another thing that influenced his decision was that "a number of lawyers are important in public service. I thought law presented an opportunity to move into public service at some time."

Linowitz feels the involvement of lawyers in government is "not an accident, because since 1789, 48 of our 66 secretaries of state have been lawyers." The reason, he said, is that "lawyers understand the need for resolution of disputes through negotiations rather than conflict. A lawyer can bring to the negotiating table a uniquely valuable training. They have an awareness of the importance of trying to find the precise words to express an idea with clarity." He also said lawyers "recognize and are attentive to every detail and nuance in negotiations."

The word "negotiations" Linowitz said may sound "awesome, but it is actually just talking through a problem with someone else." In negotiations one must try "to find a common ground to meet [the other person's] interests and yours." In addition, negotiations involve "conscientiously searching for areas of agreement" which can lead to "a bridge for further understanding. What helps the negotiating process is to understand the person you're negotiating with as much as possible."

Applying this concept to the past summit between Reagan and Gorbachev, he said it was important for them to meet each other "to size each other up. It will help to improve the chances of understanding one another when negotiations begin."

Considering his career as a lawyer, businessman and diplomat, he said "everything relates to everything else. My different careers helped to give me an extra dimension and knowledge. Law and business certainly gave me added competence to deal with public problems when I had that responsibility."

Comparing his career as a businessman with his career serving the government, he said "the public sector was more fulfilling. I had great satisfaction with Xerox, but I felt an inner satisfaction with OAS and the Panama Canal Treaties, and with my assignment in the Middle East." He said he felt "a far greater satisfaction for one simple reason: I was serving my country. It gives you a satisfaction you can feel in no other way."

While he worked for the Organization of American States under Carter, Linowitz said a summit conference was organized between all Latin American countries and the President to improve hemispheric relations. After the summit Linowitz helped to negotiate the Panama Canal Treaties that gave Panama control of the canal. On the Middle East, he said, "I had hoped I would have been of some help in the Middle East. I was disappointed there was no agreement."

At the end of Carter's term he ended his job as Middle East negotiator. If he were asked to continue, he said, "I would have if I was close to the President, but I am not close to *this* president. I recommended he appoint someone he knew well and had complete confidence in. I suggested Henry Kissinger. Unfortunately, the position was never filled. Other people had portions of my assignment, but not the same authority."

The different careers he has had, Linowitz said, "was never planned. I am confident I made the right choices and acted responsibly. I have had good fortune. I'm a great believer in serendipity. I believe if you do the right things, the right things will happen to you."

Linowitz on his Hamilton Days

"I had gone from Trenton High School to Hamilton College in upstate New York because my English teacher, a Hamilton graduate, thought I would be happiest at this small liberal arts college. He persuaded me to accept Hamilton's offer of a $250 scholarship, even though the University of Virginia had offered a considerably larger grant and the money was important. I was one of only two Jews in my Hamilton class—we were assigned to share a room—and the other dropped out after a single term . . . I waited on tables at Commons and then in a fraternity house; I had a job in the library funded by the National Youth Administration; I borrowed money from the bursar; I sold Christmas cards. My parents desperately wanted to help me, and every so often my father would somehow find twenty dollars that he would slip into my hand when I was home for a school break, not allowing me to talk about it. Once, I remember, my mother was very concerned about my financial condition. To stop her worrying, I took the last twenty-six dollars I had in the world that week and wired her flowers for Mother's Day. It worked. She decided that if I had enough money for that purpose, my finances must be in much better shape than she had realized.

Later I was paid to read to Elihu Root, who had chosen to spend his last years on the Hamilton campus (I was also paid to give violin lessons to his grandson). He was the college's most distinguished alumnus, a former Senator, Secretary of War, and Secretary of State in time off from a career as one of New York's most successful corporate lawyers. One day he suddenly interrupted my reading to peer at me and ask, "What are you going to do when you leave Hamilton?" I told him I had given thought to studying law or to becoming a rabbi. He paused only briefly. "Become a lawyer," he said. "I have found that a lawyer needs twice as much religion as a minister or rabbi."

President Nixon impressed by H.C.

"Among those who took an interest in our report was President Nixon, who invited me to the White House to discuss it with him. I found him ill-at-ease and remarkably insecure. He had obviously been briefed on me, and went out of his way to make comments like "You know, I went to Whittier College, not as good as Hamilton, but a good school" and "I know you went to Cornell Law School with Bill Rogers." I remember thinking to myself that this was an incredible experience: the President of the United States was working to impress me."

—Excerpts from *The making of a Public Man*

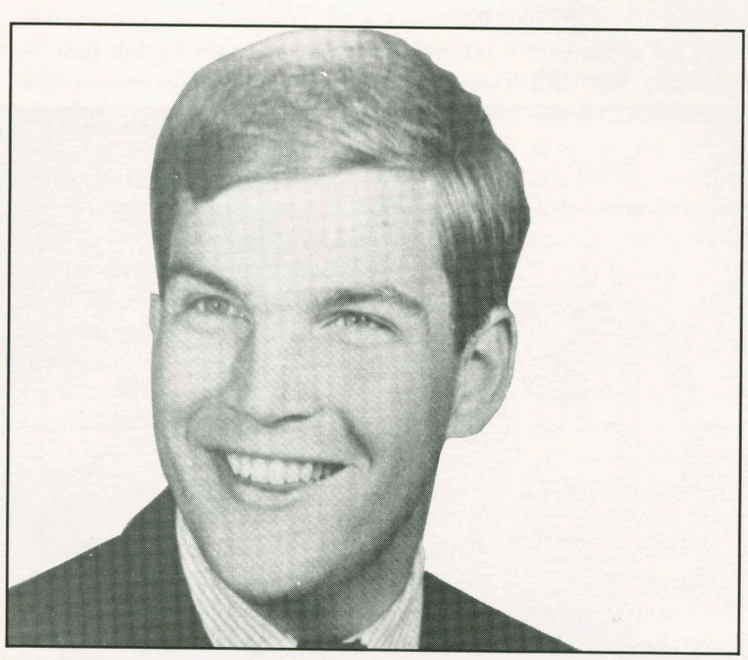
BARRETT SEAMAN

Class of '67

Washington journalist

Before embarking on a career as a journalist, Barrett Seaman graduated from Hamilton in 1967 and received his M.B.A. from Columbia in 1971. From there, he served in the U.S. Navy and then became a reporter for *Life* and *Fortune* magazines. He was then transferred to *Time*, and presently he is a Washington correspondent covering events from the White House.

While he was at Hamilton, Seaman was involved in a number of activities. He played hockey and lacrosse, and sang in the choir. He was also head of the Buffers. He was not strongly involved with the publications at Hamilton, but said he did an occasional piece and worked on the yearbook, *The Hamiltonian*.



Thinking back on his years at Hamilton, he said, "I had a very good time at Hamilton, although I did not exploit the academic opportunities while I was there." Seaman majored in English, and felt he received encouragement from a couple of professors. He remembered Professor Nesbitt in particular because "he felt I had potential." He said Hamilton was not really an influence on his journalism career because "I had no idea I was going into journalism. Originally, I wanted to go into advertising, so I went to Columbia Business School. Once there, I found I did not have the gut instinct for it. I did not get a thrill out of making money or devising ways to make money. About half way through, I decided I would be happier at a writing career but I ended up with an M.B.A."

While he was in the Navy, he definitely decided he was not interested in business and was more interested in writing. "While I was on the destroyer, I wrote short stories and a serious diary." After he left the Navy, he went to *Life* magazine to learn if his writing was good enough. "I brought my diary to an editor at *Life* to learn if I should write or pursue something else. The editor thought I wrote well and set me up with an interview."

Reflecting back to his job at *Life*, he said, "I did crazy things. My first story published was about a retired boxer named Jersey Joe Wolcott, who became a sheriff in a small town in New Jersey." In 1970, when he was laid off because *Life* was having some problems, *Fortune* magazine hired him as a researcher and he worked there for six months. *Life* then rehired him and he covered a story on Argentina and Juan Peron. He also covered the Congressional elections of 1972.

When *Life* folded, he went to work for *Time* magazine as a correspondent. The type of stories he covered varied, as he says, "I covered street gangs in Philadelphia and when I moved to Chicago I covered all things in the twelve states of the Mid-West." He also did a "fair amount of business stories. I was basically hired because I was a young kid with an M.B.A., but I did not want to be a business reporter for the same reason I did not want to be a 'business man'."

In 1976, he was sent overseas to the Bureau in Bonn, West Germany. He covered stories in Germany, Austria, and all of Scandinavia. "It was rather exciting because the Red Army was powerful at that time. There was a lot of terrorist activity." While he was there the Red Army kidnapped Hans M. Schleyer and he covered that story. He describes the job he had as the "terrorist beat."

> "Recently, Seaman covered the Geneva Summit between Reagan and Gorbachev."

At the end of 1978, he became Detroit Bureau Chief and within two weeks of taking the job he said, "Lee Iacocca was fired by Ford and hired as President of Chrysler. The moment I met him I knew he was one of those rare people who is bigger

than life. He was in charge of a $16 billion enterprise that was going down the tubes. I covered all of the auto industry, especially Chrysler."

Out of his experience, Seaman helped to co-author *Going for Broke*, a book about Chrysler's problems. He said the book was "put in the context of the auto industry." It sold about 14,000 copies and he was very proud of having done it. It aws an intense period and a growing point for me. It was certainly a milestone in my career."

He was next offered the position of Deputy Bureau Chief, a news editor in Washington. Seaman said it was not a reporting job; he had twenty correspondents under him. "I was responsible for coordinating stories and making sure the work flowed well. I was basically a liason between the correspondents and the editors in New York." He described this job as an "insider job." Although he learned a lot, he said"I did not enjoy it in the traditional sense. I was used to being outside; the job I had was mainly a desk job. The job was not bad, but I was warned before I took the job that it offered no *nourishment*."

Seaman does not feel there is any *one* memorable story, but each of the jobs he had bore memorable moments. In the summer of 1984, he went to England and Ireland with President Reagan. He said covering the 40th anniversary of D-day at Normandy was "impressive for sheer visual impact." On the contacts he makes with Reagan, Seaman said that "the glitter is not as blinding now," but he still feels a "thrill" from seeing Don Regan and Jim Baker in the West Wing of the White House and being able to talk to them on a first-name basis.

Recently, Seaman covered the Geneva summit between Reagan and Gorbachev. After this job he said his plans for the future are not set. "After my coverage of Reagan is over, I don't know what I will do." He said his job will change because "whoever wins the 1988 election, the correspondent who covered him will follow him into the White House. It's traditional. I don't expect to cover it."

Seaman feels there was never a turning point in his career, rather, "everything just flowed. I had no grand scheme or goals. I fell into journalism by accident. I had a vague sense I wanted to write. The process of getting the job [at *Life*] was pure luck. I was at the right place at the right time." He said "you could call it serendipity."

Thinking back on his career, he said he would not change anything in his life, but that perhaps he would do some "fine tuning, overall. I have never looked back. I'm happy with the way life is going, and I hope to accomplish more."

TERRY BROOKS

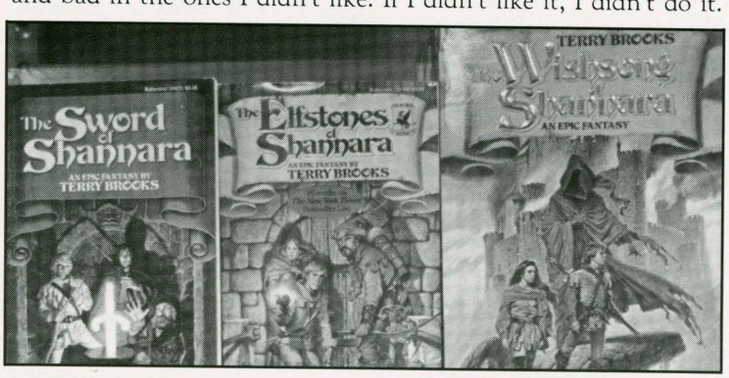
Class of '66

Fantasy Author

While many people fantasize about writing books, one famous alumni writes books about fantasies. Terry Brooks graduated from Hamilton in 1966 with an English major, and he received his law degree at Washington and Lee University in 1969. In 1977, he published a fantasy novel called *The Sword of Shannara*. He published *The Elfstone of Shannara* in 1982, and in 1985 he published *The Wishstone of Shannara*, the third book in the series. In addition to his writing, he practices law in Sterling, Illinois.

In a recent interview, Brooks said that after he graduated in '66, he held a negative attitude towards Hamilton because he felt his experience "warped" him for life. He said it was not a "natural environment to be locked away in winter on a snowbound hill. It did strange things to you. I spent a lot of wasted time there." His feelings were so strong that he wrote a negative book about Hamilton, but it was never published because his editors were "appalled" by it.

Later he said, "I did poor academically. I struggled through Hamilton, but it was my own fault. I did well in the subjects I liked and bad in the ones I didn't like. If I didn't like it, I didn't do it. I graduated in the lower half of my class without a distinguishing record, yet I learned a lot."



After some reflection, he said, "Now, I have a more positive attitude. The things I studied trained me to do things I wouldn't have. It made me think harder." He felt that "not all studies were useful or relevant, but it disciplined me." He also said "Hamilton taught me how to study properly. Different courses teach you to study." At the time he thought, "Why do I care about it? But I would study it anyway. I learned to sort out the useful from the not useful and developed good study habits." Perhaps thinking this ran counter to what he said previously, he added, "After 20 years, I'm starting to feel nostalgic!"

Brooks has been writing since junior high school. "I started novels and wrote short stories. I was experimenting but I didn't take it seriously." While he was attending Hamilton, he said, he submitted a few pieces to the literary magazine, but they were rejected. Writing was not his major objective while at Hamilton. He said, "I knew I was going to law school."

Originally, he practiced law and wrote nights and weekends. Back then he felt, "Writing was an avocation rather than a vocation. It was a break from everything." When the first book did well, he said, "I cut my law practice back. I practice law for half a day and write for half a day. In the morning, I practice law and in the afternoon, I write." Considering the two, he said, "They complement each other. Writing is an abstraction. Law deals with practicalities. It supplements my outlook on things."

His first book, *The Sword of Shannara* was an immensely successful book. It made the *New York Times* 'Best Seller List' for 26 weeks. Over one million copies were sold, and his two other novels in the series are approaching a million copies. He has also sold the movie rights and foreign rights to the book. Presently, *The Sword of Shannara* is

printed in six foreign languages.

When *The Sword of Shannara* was published the critics predicted it would become a cult book. In Brooks' opinion, it *didn't* happen. In fact, he said, "it went beyond that stage. I have readers of all ages." He commented, "It's really strange. The book sold to so many types of people. There is not any one category."

"The trick to writing," he said, "is to keep the reader interested. My books are lightweight and move quickly." Another writing method he uses is to include something about moral responsibility in the background of the story and deal with the different issues it involves.

He also structures and plans writes. "I outline thoroughly because the novel is lengthy . . . " He quipped, "All teachers love me for this!" The length of time it takes to write a novel varies: "The first book took a long time because it was not seriously done. It was more of a project;" the second and third books took less time.

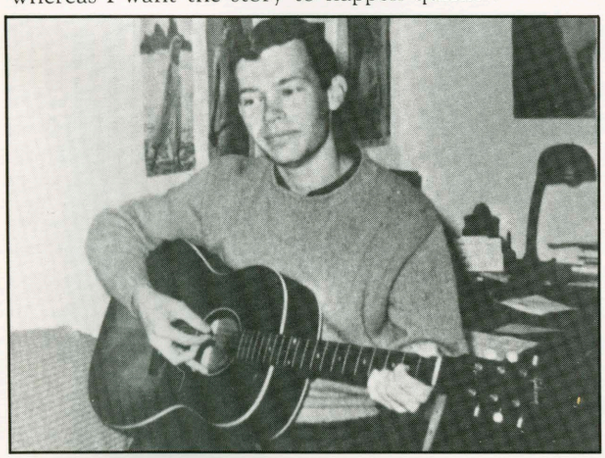
Brooks said he had an "easy time" getting published; he read the *Writer's Market* which told him how to market the book. He said, "I mailed the book with a letter to Dell Publishing. Eight months later I got the book back saying it had potential, but it was too big a gamble for them." Eventually, it was published by Del Rey. He commented, "I didn't experience all rejections like some writers."

On his personality and writing, Brooks said, "I'm a very structured person. I plan everything out. because I'm a disciplined writer, I can write under any kind of circumstances. You can't wait for a muse to whisper in your ear or wait for divine inspiration. You'd starve yourself if you waited around for ideas. That's why some writers write one great book and that's it. I can't wait to be inspired."

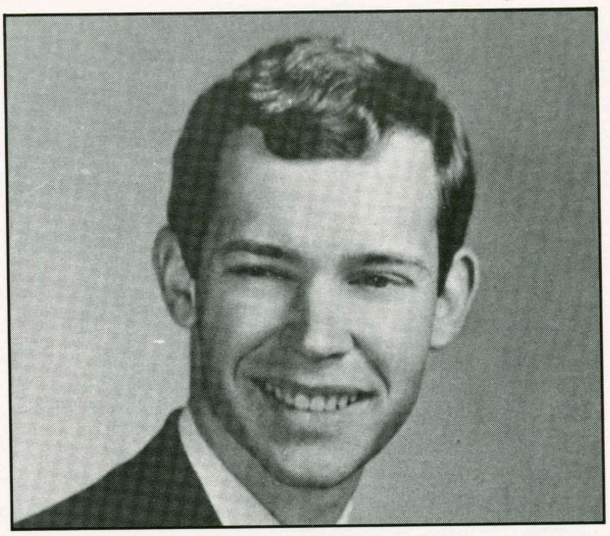
Simply being able to sit down and write, he said, is "the difference between a writer and a non-writer. For example, I can sit down and say I'm going to write for two hours, and I'll do it." He added, "You must also know what works and what doesn't work" to be a writer.

What works for Brooks are fantasy-adventure stories. He said he got his ideas for his books from "a lot of different places" such as "European adventure stories written by Dumas and Sir Walter Scott." He also was influenced by American literature, like the works of Faulkner and James Fennimore Cooper's *Leatherstocking Tales*. "I used them for characterization. For format, I used Tolkien." Considering Tolkien's work, he said, "Tolkien was a big influence. I read *The Hobbit* and the Trilogy, *Lord of the Rings*. *The Hobbit* was nice, not on the same level as the trilogy." Of Tolkien's later works he said, "you can chuck it into the nearest garbage."

Tolkien's style helped him to set up the format and the type of story he wanted to write. "After I read it I felt 'this is the setting I want to use.' It's timeless, placeless, my own creation." With his new book, he feels he has gotten away from Tolkien. He also said that sometimes critics compare him to Tolkien which he does not believe is a fair comparison because "Tolkien is concerned with language and history. You can see that in his appendices. He was writing to achieve different ends. The background was different, and the purpose was different. Tolkien wrote in a different time period, during World War II. I'm writing in the '70s and '80s...Tolkien spends more time on background whereas I want the story to happen quicker."



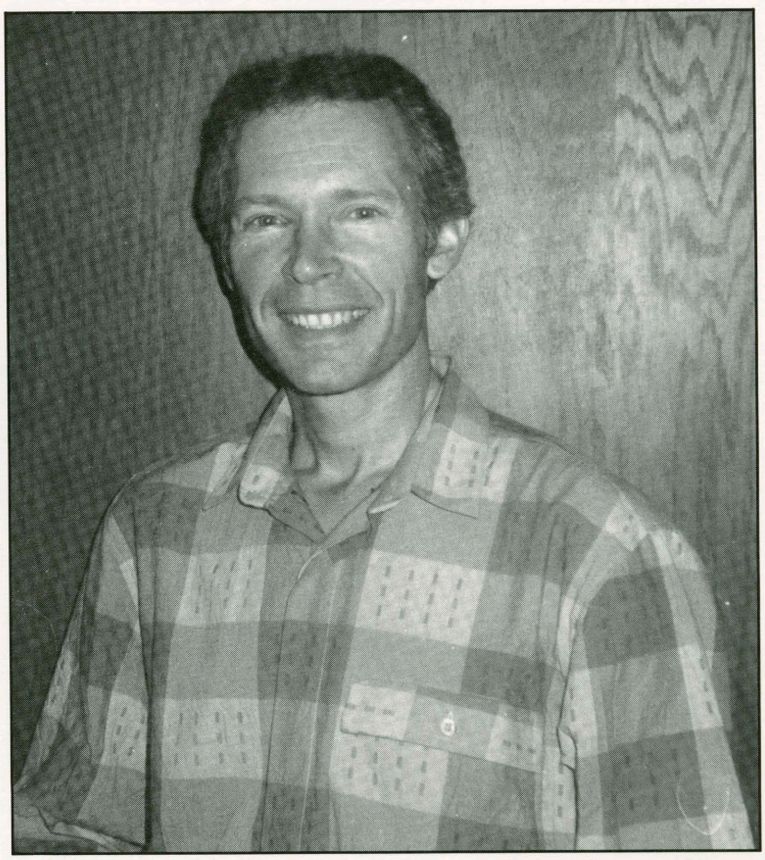
Although he feels the characters in his books should be the product of the readers' own perception, Brooks' books are illustrated. *The Sword of Shannara* was illustrated by the Brothers Hilderbrandt in the Tolkien mode, but Brooks said, "My characters are not Tolkienesque. They're average-looking people. Not little people, but big people. The characters are supposed to look like humans, and humans developed down, not like hobbits or mythical characters."



In his new book, *The Magic Kingdom for Sale*, the first in a new series, there is one good female and one bad female. The book is the first one in a new series. Brooks said "it is about a lawyer who is transposed out of his world into another. At first, he doesn't believe it." The title comes from the lawyer's attempt to buy and then run a kingdom, learning it is not as easy as he thinks. Although the main character is a lawyer, Brooks said, "He is not me. The *background* and his views on law are mine."

When he is writing, Brooks said he spends a lot of time on the transition from one chapter to the next because "I want the reader to keep going." He also spends a lot of time on the names. "I want them to fit the character. Most of them are my own creation, but the ideas come from various mythologies." Some come from Greek history. Other names are derivations from various Celtic, Norse, and Irish mythology. "I make up some, too. There are some hits and some misses."

Despite the humility evident by his self criticism, Terry Brooks is likely to remain at the top of the list of best-sellers and well-known Hamilton alumni for quite some time.



Editor's Page

A Call for Leadership

As Hamilton College draws close to its 175th anniversary, several clear patterns have emerged—and not emerged—in the direction of college policy, outlook, and vision. The future of Hamilton's prosperity clearly depends on the quality and sincerity of the leadership of the President of the College. In the coming years, a Hamilton without strong leadership committed to a vision of excellence will falter in the face of declining enrollments. With a strong, focused leadership that produces coherent policies which avoid contradiction, Hamilton will thrive and become one of the best liberal arts colleges in the country.

The History

During its early years, Hamilton was a college with a clear image and purpose: conservative in disposition, the school was known by its staid reputation for producing the finest of bankers, businessmen and bureaucrats. The liberal arts, as we have come to know it, was certainly not liberal and had very little to do with the arts back then. Yet things were soon to change. After 150 years of contented prosperity along came the Great Experiment: Kirkland College.

Responding to the early signals of educational reform, the Board of Trustees took the biggest risk in its history by founding the progressive, all-women's college—a move that sidestepped the 'mighty Continental' image that was so nurtured by Hamilton for many decades. Some say the experiment failed. Others say it succeeded in integrating the two widely divergent philosphies into one coherent whole.

Whatever your opinion of the Kirkland years (and its effect on the Hamilton College of today), it is probably not nearly as wildly mixed and confused as the objectives and policies of the current 'coalition' of Administration, Faculty, and Board: each responds to a different agenda and set of values; each attempts to move the College in its own direction; each pulls the College apart in an endless struggle for power. The institutional cohesiveness of the Kirkland days—and the passion of its vision—are gone. It's time now to look at the present to see what we're doing wrong, and at the future to see where we *should* be going.

The Curriculum

What's popular in education circles today would prescribe precisely what's going on behind the scenes at Hamilton when we discuss the curriculum. When I was a first year student, the 'coalition' was asking what to do about the curriculum. Today, we ask. Tomorrow, we will probably still be asking. Questions like: Should we keep Winter Term, the product of some very innovative thinkers and charismatic leaders? Is it still viable? Should we abandon it in favor of *something* else? What would be the alternative? Admittedly, J-term as it exists today, with its lack of student and faculty commitment, is a joke. Wide disparities in course content and standards mandate some sort of equitable reform. The students don't take it seriously, especially if there's no one to make us *believe* that J-term should be more than just a 3½ week vacation. What's *good* about Winter Term are the mythical goals; the reality, however, is something far different. Yet the committees will keep *studying* it (as they have been doing for at least the past four years) while the rest of the world *implements* curricular changes. If we are going to amputate Winter Term and replace it with extended semesters, make the move *now* before the situation gets worse. Let's take a stand and move forward!

If Hamilton's seven goals, which are easy to circumvent under the current advising system, do not accomplish their prescribed goals, then we should *get rid of them* and institute a core curriculum or distributional requirements. Whatever the changes are to be, Hamilton should respond to its *own* vision, not the rest of the world's; we should be the leaders, *not* the followers.

Admissions Policy

Given the problem of declining enrollments, Hamilton has done a lot to improve its image to the rest of the world. The *Viewbook* is a fantastic piece of Madison Avenue hardsell, and the increase in number of applications has reflected its effectiveness. Yet, who are we trying to reach?

The cover of this magazine reflects an interesting trend: In the last year, varsity sports have won, on the whole, more than half of their games. How did this come about? Some say it's a fluke, that recruiting has nothing to do with this remarkable phenomenon. I would beg to differ. Clearly, more money on better facilities and coaches will help our performance *if* we've got the athletes to work with. If our goal is to win at any cost, then reruiting is the answer.

But if the cost of winning is a sacrifice of academic excellence and social propriety, then to hell with winning. Hamilton is first and foremost an institution of higher *learning*. The college leaders—the coalition—must recognize that Hamilton should recruit as heavily for trumpet players as we do for football players.

Social Policy

For at least 10 years, the college has been arguing about the fraternity system and *what to do about it*. Other schools have made the clear decision to abolish them. Still others have re-affirmed their commitment to them. And Hamilton is still muddling through. This semester, the Trustees (historically a pro-fraternity body) decided to use college funds—in the form of a loan—to repair the fraternity houses. In any other school, such an action would reflect an institutional commitment, a *decision*. Yet, the Dean of Students and the Faculty, both vehemently anti-fraternity, were aghast at this maneuver. The result: another committee was formed to study the social life at Hamilton. *Another* committee.

In the meantime, while the committee *studies* the social life, Hamilton students are *living* it, and experiencing the crisis. While fraternities may be a problem, the bigger issue is how to come up with social alternatives now that the drinking age is 21? Instead of planning for a desperately needed new student center the College forms more committees to study how we can 'modify' the functionally obsolete Bristol Campus Center. What 'modifications' have we seen? A snack bar with plastic provolone, a price range above student affordability, a depressing void where the Pub used to be, and a parking lot where students can no longer park. Sounds like the ideal *student* center, doesn't it? If only William DeLoss Love had donated money for a new student center instead of an unnecessary, questionably dangerous astroturf field. But that would make sense—something rarely heard and less often seen coming from Hamilton power circles.

A Call For Leadership

After four years, I am tired of seeing Hamilton muddle through and apply band-aid solutions to major problems. With its financial health at a pinnacle, this college can afford to take a stand and divest holdings in firms that do business in South Africa. We can afford to take risks and assert ourselves as leaders in the academic community and at home as it did in the dawn of the Kirkland era. Without strong leadership emanating from the Office of the President and filtering through the Trustees and Faculty, the College cannot hope to achieve all of its goals, and will instead wallow through a future of mediocrity—something which I, for one, would consider a tragedy.

Andrew O. McKee '86
Editor-in-Chief

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